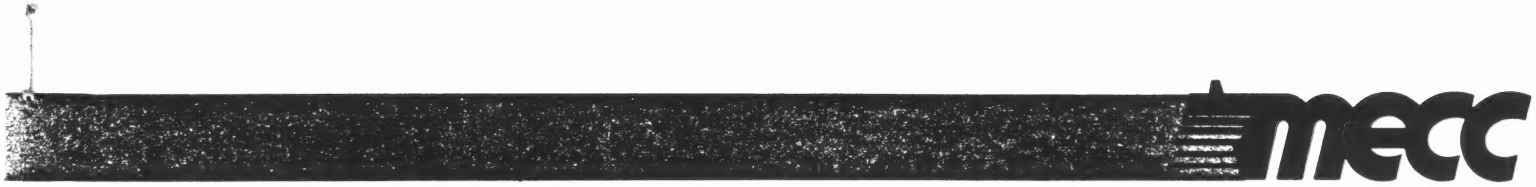

Vacation Nation Travel

Instructional Computing Courseware
for **Apple® II** Series Computers

A product from
Frames: A Reading Comprehension Series

How to use your MECC binder cover inserts

Tear cover on perforated lines. Place half-page title section in the clear vinyl pocket (A) on the front of the binder. Insert finger-sized title in the clear plastic pocket on the spine (B).

Vacation Nation Travel

No. A-291
For Apple® II Series Computers
Grades 4-5

Improve a variety of your reading skills as you help your travel agency's customers select exciting vacations throughout the U.S.A.

A product from
Frames: A Reading Comprehension Series

Vacation Nation
Travel

No. A-291

Vacation Nation Travel

Instructional Computing Courseware
for **Apple® II** Series Computers

A product from
Frames: A Reading Comprehension Series

This manual is compatible

with

the ***Vacation Nation Travel*** disk

Version 1.x

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MECC
3490 Lexington Avenue North
St. Paul, MN 55126

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System requirements: Apple II series computers; 128K RAM; ProDOS; BASIC; 1 disk drive; monochrome or color monitor.
Title from title screen.
Edition statement from disk label.
Copy-protected.
Audience: Grades 4-5.
Issued also on 5 1/4 in. computer disk.
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"A-291" — Disk label.
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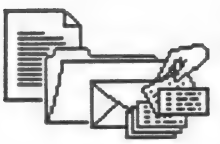
Frames: A Reading Comprehension Series



Frames: A Reading Comprehension Series draws on a number of common threads from research on reading strategies, reading as a process, reading with a purpose, text structures, and classroom integration. The series focuses on the processes of reading, reading comprehension, fact-finding, and problem-solving.

Each product in the *Frames* series is a discovery-learning simulation in which students select the best three from a set of alternatives. Using inquiry-based processes, students determine appropriate comprehension tasks and reading activities. Students control the reading strategies necessary to determine the best selections. Teachers can control the focus of skills for individual students or for classroom learning with a variety of options found in Management Options.

Reading Strategies

Reading comprehension involves a variety of strategies.

Good readers have a variety of strategies that they use and abandon depending on the reading. Good readers switch strategies when one is not successful. These strategies depend on the reading situation—the text style, problem type, and purpose.

In *Frames: A Reading Comprehension Series*, students use strategies to determine which tasks to select, which readings to go to, where to locate information, and which signal words will help them understand the text structure. The reading program is based on the concept that strategies are important skills to develop and that using strategies can be a motivating factor because the student controls the reading choices.

In *Frames: A Reading Comprehension Series*, students choose reading tasks tied to various reading topics that include main idea, supporting details, and fact or opinion. Students determine which information to look for, which tools to use, and where to go for information.

Reading As a Process

The reader is in an active role, using clues to "construct" a meaning.

Comprehension is not a single process but a set of strategies and judgments based on a reader's background knowledge, the kind of text, and the reading purpose. These processes include anticipatory judgments, comprehension checking, and "repair" strategies when initial anticipations go awry.

In the *Frames* series, we provide choices and "reading paths" through the documents that encourage students to make conscious reading decisions. Like other kinds of exploration, students formulate their own process and select readings they think are appropriate.

Text Structures

The structure of a text provides important clues to the information contained in that reading.

Comprehending text is, in part, the ability to recognize the text's internal structures and use of signal words. These signal words help answer some fundamental questions: How is a text organized? Which signals point to its structure? Which organizational units structure information?

In *Frames: A Reading Comprehension Series*, we create Find tools that highlight the signal words for a variety of structures—words that signal comparison and contrast, words that signal sequencing and grouping, and words that signal time, cause, or examples. These tools add visual information to the reading and help students understand and interpret the organization of information.

In the *Frames* series, students use electronic tools to go to documents and identify text structures. Students gain skills in locating, working through, and manipulating electronic information. Text is "computer-based" and electronic tools help organize and display it.

Reading with a Purpose

Reading comprehension is most successful when there are clear purposes or goals for reading.

Reading comprehension strategies are best learned when they are integrated into a reading process whereby students have a choice of strategies for achieving a clear goal. Directed reading is best for practicing reading strategies. Using meaningful and challenging tasks is the best method for setting a purpose in comprehension activities.

In *Frames: A Reading Comprehension Series*, we offer a scenario and group of readings in which students select tasks to practice a variety of reading skills. The tasks cover several major comprehension categories.

In the *Frames* series, students set their own reading agenda by selecting appropriate tasks to complete or questions to answer. This agenda is always in front of them and provides a directive for locating information. Students work within a scenario with a group of related readings. The readings provide information necessary for selecting the best possible candidates.

Classroom Integration

The *Frames: A Reading Comprehension Series* was designed to be integrated into the language-arts classroom. Reading activities found in the *Frames* products can be used with collaborative reading activities, in small- and large-group discussion, and with a variety of writing activities. In the ideal classroom, *Frames* reading activities would be integrated with other language-arts activities: small- and large-group discussion, composition, oral reports, and library research, and with other elementary school units in science, math, and social studies.

Each manual contains discussion questions, writing activities, and collaborative-learning lesson plans for a variety of settings—the one-computer classroom, a classroom with several computers, a computer lab of individual stations, and a networked lab.

Management Options allow you to control the sequence and mix of comprehension activities. You can focus on a single comprehension task or mix any combination of comprehension tasks.

The themes that compose the *Frames* series were tested by more than 250 elementary students in the fourth, fifth, and sixth grades in inner-city, suburban, and small-town schools. These surveys were done in order to ensure that the themes selected for the *Frames* series fit into the curricula and were appealing for the students using them.

frame (frām) *v.* **framed, fram-ing, frames.** *tr.*
1. To construct by putting together the various parts of.
2. To conceive or design: *framed an alternate proposal.*
3. To arrange or adjust for a purpose: *The question was framed to draw only one answer.*
4. To put into words, formulate: *frame a reply.*
5. To enclose or encircle with or as if with a frame.

—*n.*
1. Something composed of parts fitted or joined together.
2. A skeletal structure designed to give shape or support: *the frame of a house.*
3. An open structure or rim for encasing, holding, or bordering something: *a window frame.*
4. The human body; physique.
5. A machine built upon or utilizing a frame.

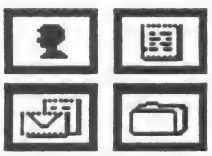
—*The American Heritage Dictionary*, Second College Edition, Houghton Mifflin Company, Boston, 1982.

INTRODUCTION

The Scenario. Students work at the Vacation Nation Travel Agency. They decide which vacations to suggest for a customer. First, they find out about tourism, vacation planning, and the ten vacations that are available. Then they choose three vacations to recommend to their customer. Students are scored and, if successful, their names are placed on the Honor Agents list.

Reading Tasks. Students select fact-finding tasks first. Tasks include predicting the location of information, determining the text's structure, finding the main idea, locating supporting facts, determining fact from opinion, and finding information.

Readings. More than forty readings are organized around the vacation theme. There are data cards, letters of recommendation, and descriptions for each of the ten vacations. Other readings cover different types of vacations, tourism, planning a vacation, and background information. Students look for readings where they think information is located by going directly to a reading or by browsing through a group of readings. They become strategic readers, gaining knowledge to help them select vacations.



Vacations and Documents. Students read about the ten vacations. Each vacation has a data card, a letter of recommendation, and a description. The information on each vacation is generated from hundreds of random data elements. These elements are placed in the data cards, letters, and descriptions. Some elements have point values for different vacation types.

The Program. Students can reread, select, and answer new reading tasks. They encounter new customers and select new vacations. With the Management Options, teachers can set the number and type of tasks, the vacation type to be used, and the group of vacations. Student records automatically save the game and build "reading portfolios."

Designed to be integrated into the language-arts curriculum, the ***Vacation Nation Travel*** manual includes classroom suggestions, cooperative-learning lesson plans, introductory and closure activities, student handouts, more than fifty discussion questions, extended writing and reading activities, and 100 composition and research topics.

THE PRODUCT AT A GLANCE

Title: *Vacation Nation Travel*

Grade Level: 4-5

Subject Area: Process-oriented reading
Language arts
Reading comprehension

Program Type: Discovery-learning simulation

Hardware: Apple //c, //e, IIGS with 128K RAM (not Apple II or II Plus; Apple IIGS is recommended); printer optional

Classroom Use: Individual students or large group

Management Options:

- set the number of tasks required before selecting vacations
- set the type of tasks available
- lock/unlock the random setting of vacations and customers
- create, view, and edit student records
- specify printing options and printer setup

Learning Objectives: Using ***Vacation Nation Travel***—which focuses on reading processes, reading comprehension, and problem-solving—students will:

- practice reading comprehension activities by:
  - predicting the location of information;
  - understanding the structure of documents;
  - finding the main idea;
  - locating supporting facts and details;
  - determining the meaning of key words;
  - separating fact from opinion;
  - finding personal information;
- practice reading for specific information;
- determine effective reading strategies;
- use higher-order thinking skills to select vacations; and
- understand the relationship of ideas in interrelated readings.

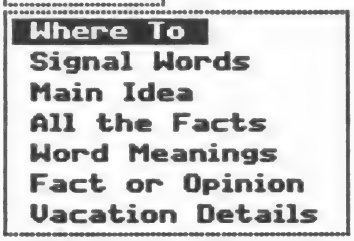
STEP-BY-STEP

The Big Picture

You are a travel agent in the Vacation Nation Travel Agency. Your job is to find out about the vacations and customer requirements. Then, you select the best three suggestions.

Step 1: Choose a task that you like.

Tasks are like questions. You can change your task any time. Use the Task menu to select a task area. Sixty tasks are divided into seven areas that are found in the menu.



Where To tasks are about where information is located.
Signal Words tasks look at how readings are organized.
Main Idea tasks include the important ideas in readings.
All the Facts tasks look for facts and information.
Word Meanings tasks are about vocabulary words.
Fact or Opinion tasks deal with facts versus opinions.
Vacation Details tasks include vacation information.

Step 2: Go where you think the information for your task is located.

Use the Go menu to access more than forty readings.

Ten **Data Cards** show vacation information.
Ten **Letters** show a customer's opinion of a vacation.
Ten **Descriptions** detail each vacation's sequence.
Twelve **Documents** cover tourism and vacations.
Four **Illustrations** show maps and charts.
The **Glossary** defines more than forty vocabulary words.

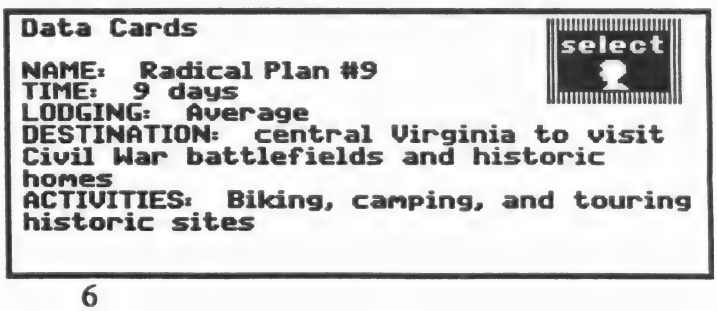
Step 3: When you find the answer to a task, select Answer.

Choose Answer to look at the answer choices. Select the correct answer and earn points.

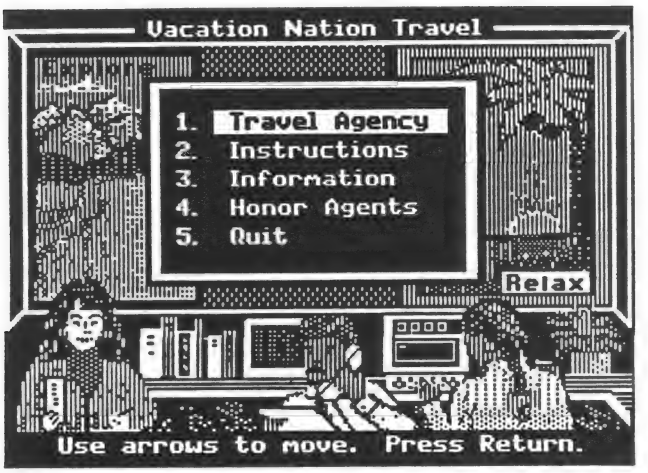
Repeat these steps until you are ready to select vacations.

Step 4: Choose your vacations.

When you finish all your tasks, choose the vacations you think are best. See if you can match Ms. Matsuda's top three picks.


Data Cards
select
NAME: Radical Plan #9
TIME: 9 days
LODGING: Average
DESTINATION: central Virginia to visit Civil War battlefields and historic homes
ACTIVITIES: Biking, camping, and touring historic sites

Getting Started



Main Menu

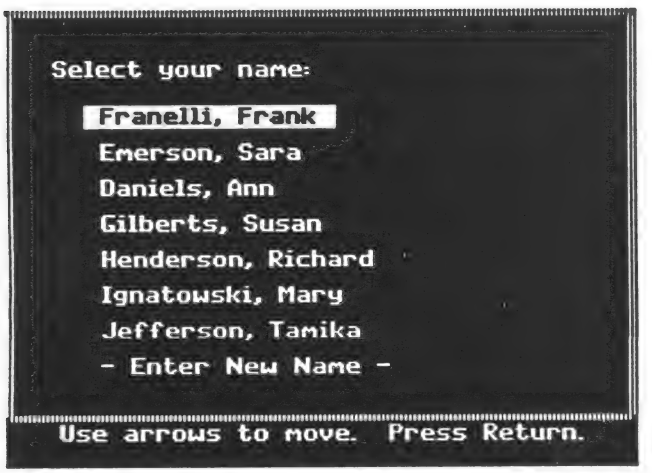
Travel Agency begins the program at the reading stage.

Instructions gives the first-time user information on playing.

Information gives teachers educational and product overview.

Honor Agents shows the top ten scores.

Select Option 1, "Travel Agency."



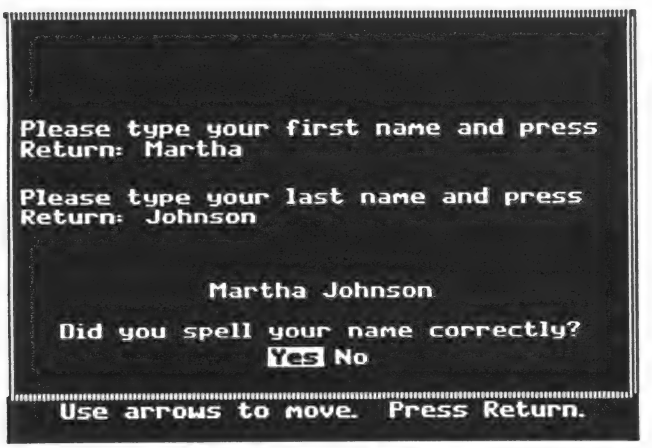
Student Record Selection

If there are student records on the disk, you will see a list of students.

If your name appears on the list, use the arrow keys to highlight it and then press the Return Key.

If your name is not on the list, select the Enter New Name option.

If there are no student records on the disk, you will be prompted to enter your name.


Please type your first name and press Return: Martha
Please type your last name and press Return: Johnson
Martha Johnson
Did you spell your name correctly?
Yes No
Use arrows to move. Press Return.

New Student Entry

Carefully spell your first name exactly as you will want it listed and then press the Return Key. Do the same for your last name.

Your record saves your place in the game, including your vacations, tasks answered, and score.

A student record can also be used for groups of students. A group or team name can be used instead of an individual name. Remember: Records are sorted by last name!

FLY
Hello! I'm Alice Matsuda, the Manager of the Vacation Nation Travel Agency.
You're our new travel agent. I want you to choose the best vacation ideas for a family that wants an inexpensive outdoor adventure.
You can choose the best vacation anytime you're ready.
Press SPACE BAR to continue

Meeting Ms. Alice Matsuda

Ms. Alice Matsuda tells you how many tasks you need to do before selecting vacations. Number of tasks is set in teacher options. The preset condition allows the student to decide when to select vacations.

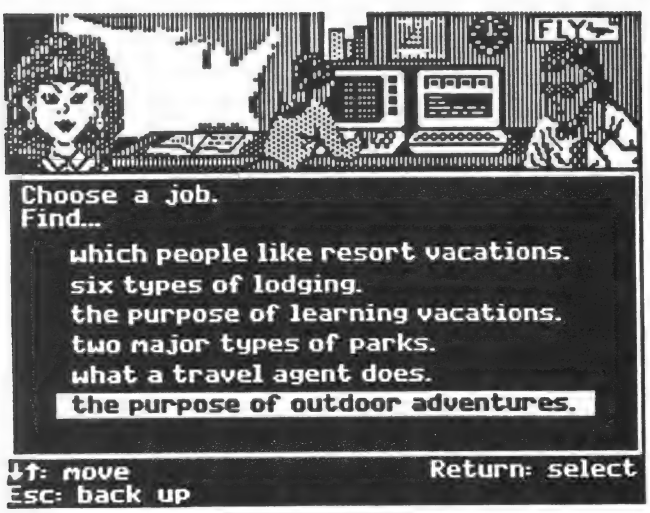
Ms. Matsuda also tells you a very important piece of information—what type of vacation the next customer wants. It could be an outdoor, city, learning, or resort vacation. Each has different goals, activities, and appropriate vacations.

Selecting the First Task Area

First, you need to select an area for your first fact-finding task. The arrow keys move and Return selects. Choose "Main Idea."

Each area is a different kind of fact-finding task—locating information, finding text structures, main idea, supporting details, vocabulary, fact and opinion, and personal characteristics.

For more information, see the reference section on the Task menu on page 14.

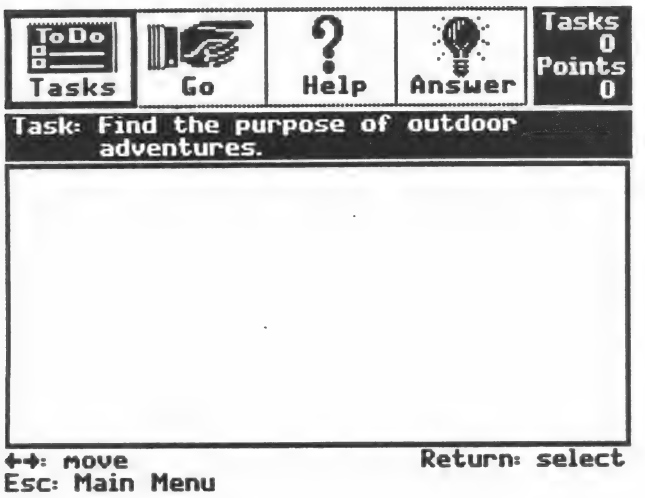


Choosing a Task

For example, if you had selected the "Main Idea" area, you would see a list of tasks that might be different but would be like those at the left. Using the arrow keys to move the highlight bar and the Return Key to select, you choose a task to begin.

Since you will select vacations for an outdoor adventure, find out the purpose of an outdoor adventure.

You can change the task any time you want from the Frames menu.



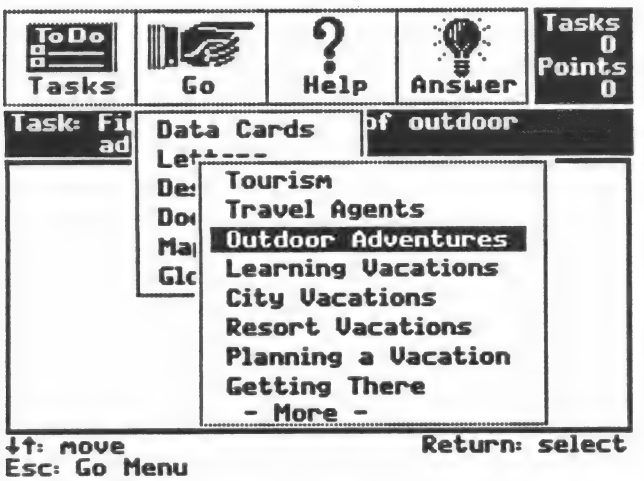
Going to the Frames Menu

There are four menu icons across the top: Tasks, Go, Help, and Answer. This is the Frames menu.

In the upper right corner, you see tasks done and points scored.

The task you just picked is below the Frames menu. This is the information you will look for.

The bottom two lines display standard messages.

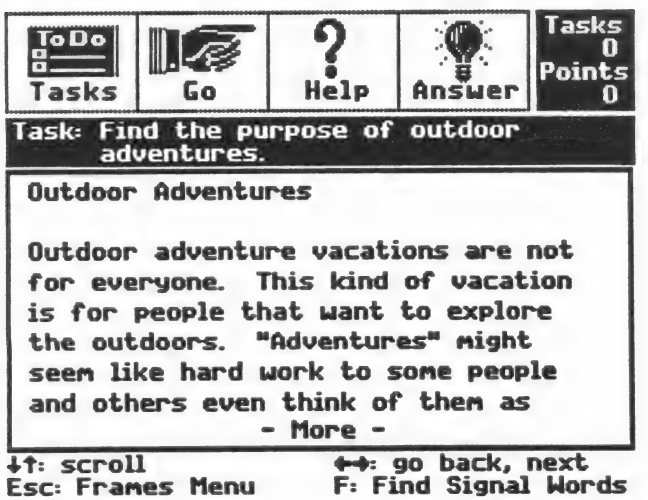


Selecting a Document

Move the menu frame to "Go" and press the Return Key. Select "Documents." Scroll through the twelve document titles. There is a document called "Outdoor Adventures." Take a look at it.

Press Return when "Outdoor Adventures" is highlighted; it will be displayed in the large text window.

For more information, see the reference section on the Go menu on pages 15 and 16.


ToDo
Tasks
Go
Help
Answer
Tasks 0
Points 0
Task: Find the purpose of outdoor adventures.
Outdoor Adventures
Outdoor adventure vacations are not for everyone. This kind of vacation is for people that want to explore the outdoors. "Adventures" might seem like hard work to some people and others even think of them as
- More -
↓↑: scroll
↔: go back, next
Esc: Frames Menu
F: Find Signal Words

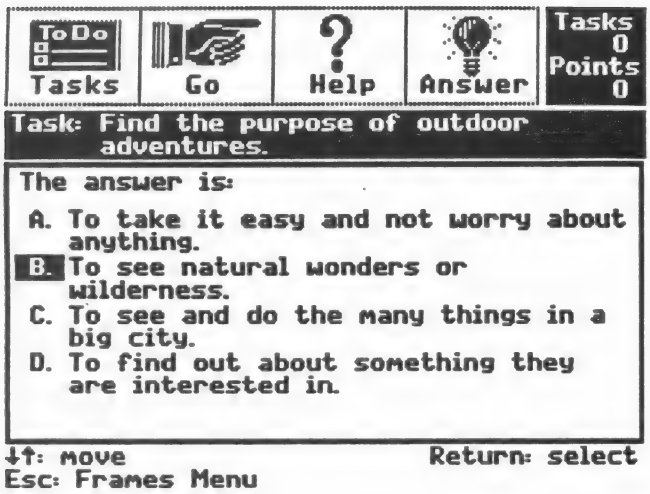
Locating an Answer in Text

The title of the document is displayed at the top. Scroll through the document to find the purpose of outdoor adventures.

(The answer appears later in the document.)

When you find it, check the answer.

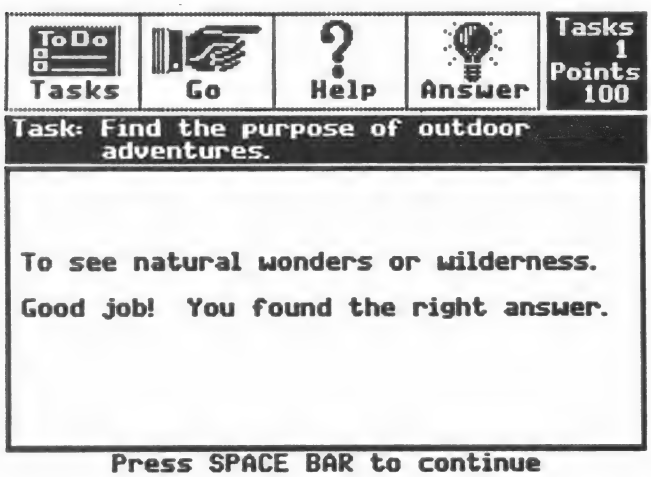
Press Escape to get back to the Frames menu. The lower text from "Outdoor Adventures" will disappear.


ToDo
Tasks
Go
Help
Answer
Tasks 0
Points 0
Task: Find the purpose of outdoor adventures.
The answer is:
A. To take it easy and not worry about anything.
B. To see natural wonders or wilderness.
C. To see and do the many things in a big city.
D. To find out about something they are interested in.
↓↑: move
Return: select
Esc: Frames Menu

Selecting an Answer

Move the frame cursor to Answer and press Return. Press Return when "Select an Answer" is displayed.

It looks like B is the correct answer. That's what you just read in "Outdoor Adventures." So, select B.

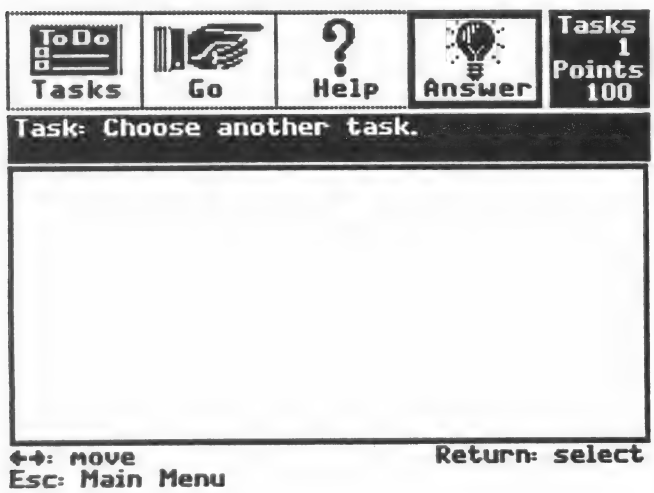


Getting Feedback

That's right! You found the answer to the task "Find the purpose of outdoor adventures."

Look in the upper right corner. You finished one task and got 100 points for answering correctly on the first try.

You get 75 points for a correct answer on the second try and get 50 points for a correct answer on the third try.

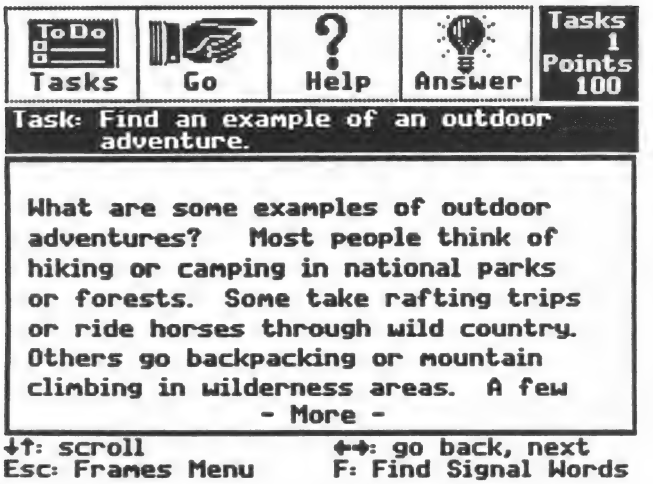


Choosing Another Task

When you finish a task and press the Space Bar, you get a reminder to pick a new task. When this message appears in the task box, the Choose an Answer menu option does not work because there is no task for which you have an answer.

Pick another task.

Move the cursor to Tasks, press Return, and choose a task from the "All the Facts" area.

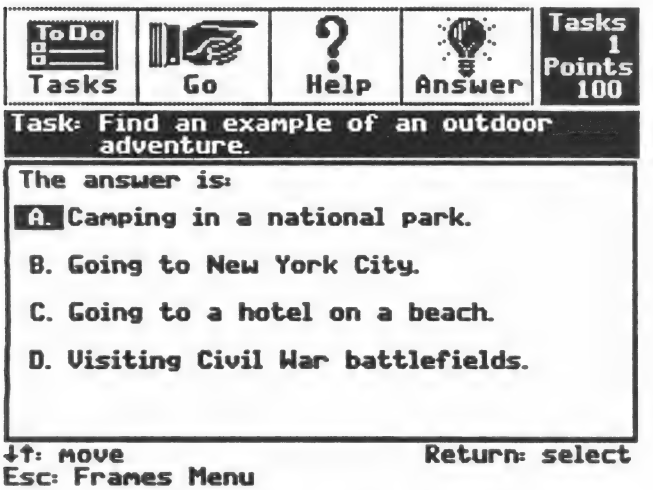

To Do
Tasks
Go
Help
Answer
Tasks 1
Points 100
Task: Find an example of an outdoor adventure.
What are some examples of outdoor adventures? Most people think of hiking or camping in national parks or forests. Some take rafting trips or ride horses through wild country. Others go backpacking or mountain climbing in wilderness areas. A few
- More -
↓↑: scroll
↔: go back, next
Esc: Frames Menu
F: Find Signal Words

A Second Task

Choose a new task from the "All the Facts" area called "Find an example of an outdoor adventure."

Use the Go menu to go to the document "Outdoor Adventures" and in the second paragraph find the examples.

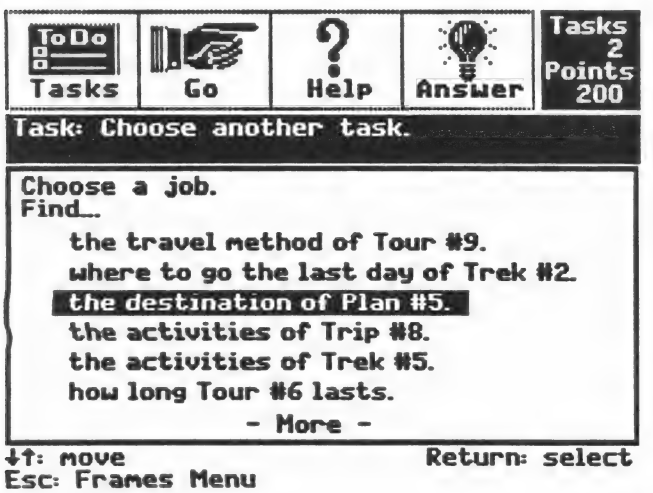
Then select an answer.



Answering the Second Task

If you choose A, you get another 100 points.

After you complete the task, pick another one.



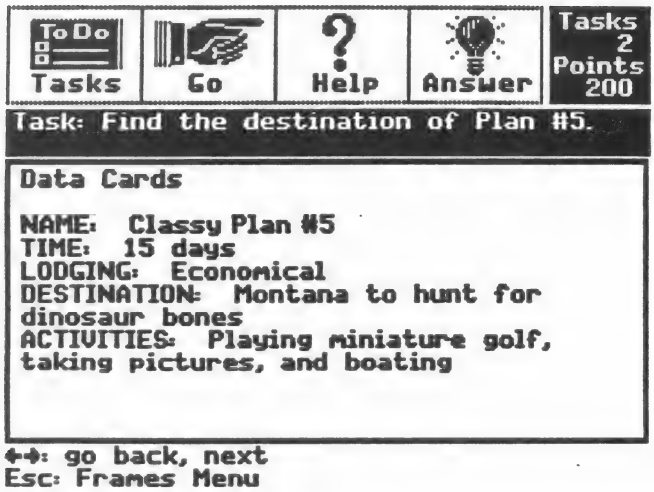
Picking One More Task

Now do a task from the "Vacation Details" area.

Find out the destination of one of the vacations, Plan #5.

Then, move the frame cursor to Go and press Return. Select Data Cards and Select Plan #5 from the list of vacation names.

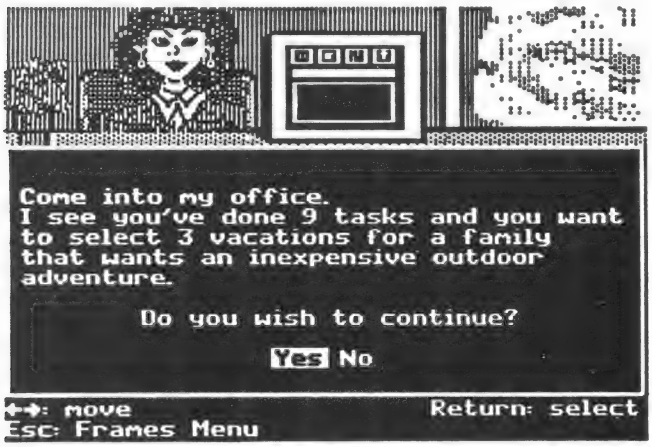
Your list of names and tasks will be different from those shown here.



Looking at the Data Cards

Look through the data card for Classy Plan #5. There is the destination on the fourth line. Plan #5 goes to Montana to hunt for dinosaur bones. Now, go to "Answer" to choose the correct answer.

You might decide to stop doing any more tasks, or you can probably do a few more. Pretend that you have enough information to select vacations.


Come into my office.
I see you've done 9 tasks and you want to select 3 vacations for a family that wants an inexpensive outdoor adventure.
Do you wish to continue?
Yes No
↔: move
Return: select
Esc: Frames Menu

Selecting Vacations

Whenever you're ready, choose three vacations for an outdoor adventure. To select vacations, choose "Select a Vacation" from the Answer menu.

Ms. Matsuda reminds you of the vacation that the customers want—an outdoor adventure. It can also be a city, learning, or resort vacation.

Selecting Vacations

When you select your vacations by pressing the Space Bar, a "Select" icon will appear in the upper right corner of the data card. The number will also change in the small computer shown in the office above the data card.

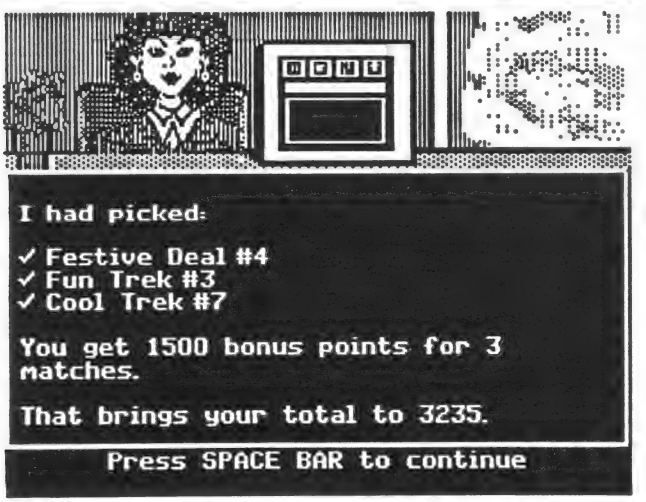
You can back out at any time and continue working on tasks or browsing through the readings.

You did a good job finding some good ideas for an inexpensive outdoor adventure.

or

The family wishes that you could have picked better ideas for an inexpensive outdoor adventure.

You scored 860 points.
270 points for Fun Trek #3
260 points for Cool Trek #7
330 points for Festive Deal #4
You also earned 875 points for your fact-finding jobs.
That's a total of 1735 points!
Press SPACE BAR to continue


I had picked:
✓ Festive Deal #4
✓ Fun Trek #3
✓ Cool Trek #7
You get 1500 bonus points for 3 matches.
That brings your total to 3235.
Press SPACE BAR to continue

Meeting Ms. Matsuda (Getting Feedback)

After you have selected your third vacation and pressed Return, you find out how well you did.

Finding Out How You Did

Ms. Matsuda lets you know how you did. There are two types of messages for each mission—a good one if you match any of Ms. Matsuda's choices and a bad one if you don't match any of her choices.

Your Selections

You will see your three selections and points displayed. Ms. Matsuda evaluates your selections based on the ratings of vacation attributes, such as their destination. Each vacation is rated by the same attributes for each of the four different kinds of vacations that customers might want.

Every vacation will receive some points. The highest score a vacation can get is 370. Will you ever see a vacation that good? Maybe.

Ms. Matsuda's Selections

You will see Ms. Matsuda's selections. These are the top three vacations ranked by the ratings of certain vacation attributes, such as their destination and activities.

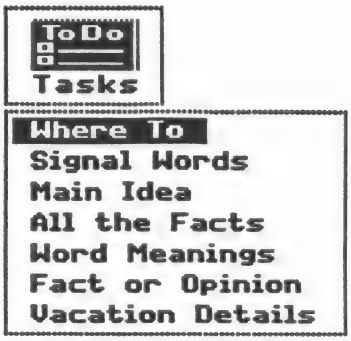
If any of your selections match Ms. Matsuda's, you get 500 bonus points for each match. Those matches will be marked with a check mark. You can review the data cards of the vacations before you quit.

The top ten scores go on Ms. Matsuda's white board, seen in **Honor Agents**.

REFERENCE

The Task Menu

When you highlight the Task icon and press Return, you will see the Task menu. Use the Task menu to choose or change your reading task. The Task menu shows areas of tasks. When you select one of the areas, you will see a list of different tasks. The arrow keys move the highlight bar and Return selects. Escape clears the menu and returns you to the Frames menu.



Where To tasks find where information is located. For example, "Find where to locate if a customer liked a vacation."

Signal Words tasks identify text structures in documents. For example, "Find an example of an Opinion signal word."

Main Idea tasks look for main-idea comprehension. For example, "Find the purpose of learning vacations," or "Find which people like outdoor vacations."

All the Facts tasks find details supporting the main idea. For example, "Find an example of a city vacation," or "Find why people choose a resort vacation."

Word Meanings tasks deal with vocabulary and meaning. For example, "Find the meaning of 'reservations' in 'Descriptions,'" or "Find the meaning of 'theme parks.'"

Fact or Opinion tasks distinguish fact from opinion. For example, "Find if letters are basically fact," or "Find if 'Getting There' is based on opinion."

Vacation Details tasks identify and interpret personal information. For example, "Find if [Vacation Name] is recommended or not," or "Find what happened Day 3 of [Vacation Name]."

There are 140 tasks in ***Vacation Nation Travel***, twenty for each task area. Any task area can be turned "off" in Program Settings of Management Options (see page 21). From the twenty tasks in any task area, eight or nine are randomly selected to be active for a game. In this way, repeated uses of ***Vacation Nation Travel*** will bring up new and different mixes of tasks.

Note: You can change tasks at any time, but be careful! There are only eight or nine tasks in each area, unless the program settings have changed to fewer task areas. Student records keep track of the tasks that you have selected but not answered correctly. Not all tasks are equally good for helping reach the final goal of selecting the best vacations. Remember, you get points by finding the answers to tasks. Your selected task is always displayed in the "Task" window.

The Go Menu

The Go menu displays the menu options used for going to particular documents. The arrow keys move the highlight bar and Return selects. Escape clears the menu and returns you to the Frames menu.

Data Cards summarizes each of the ten vacations. Use the Left- and Right-Arrow Keys to move between data cards. Data Cards do not scroll. The information in Data Cards changes with each game. When you pick Data Cards from the menu, you will see a menu of vacations from which to select.

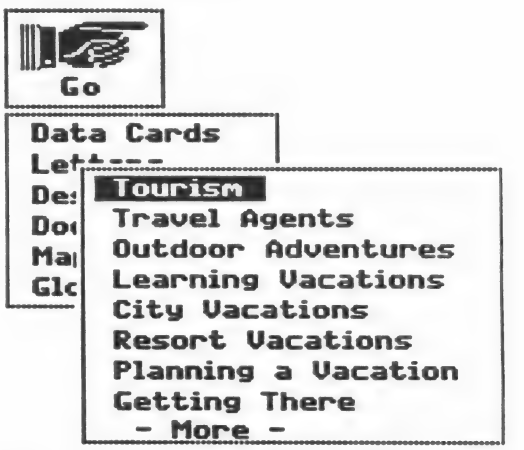
Letters are letters from customers on each of the ten vacations. Each letter contains information for each vacation. The information in Letters changes with each game. There are four kinds of recommendation letters: High, Good, With Qualifications, and Bad. When you pick Letters from the menu, you will see a menu of vacations from which to select.

Descriptions describes the vacations from a "sales" point of view. There is one standard description format. Each vacation's description contains different information. The information in Descriptions changes with each game. When you pick Descriptions from the menu, you will see a menu of vacations from which to select.

Documents contains twelve different documents. When you select Documents, you will see another menu with document titles. Escape returns you to the Go menu.

The documents contain a variety of reading levels and styles. They contain information on various topics: different types of vacations, aspects of tourism and travel agents, and background information on vacation planning and preparation.

Maps/Charts shows four graphics containing map information, weather data, attendance figures, and tourist figures. The illustrations are labeled.



Glossary contains more than forty vocabulary words found in various places. Each entry contains a pronunciation key and a definition.

Note: You can change documents any time; just press Escape and choose a new one! Your student record keeps track of documents that you have selected. Remember, Data Cards, Letters, and Descriptions change each time you play. Documents and Illustrations stay the same.

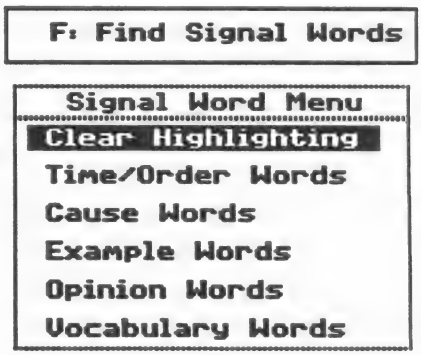
More on Documents

Here is a brief description of each ***Vacation Nation Travel*** document.

Title	Description	Style
Tourism	Summary of tourism services	Definition
Travel Agents	Summary of travel agent duties	Exposition
Outdoor Adventures	Explanation of outdoor adventures	Classification
Learning Vacations	Explanation of learning vacations	Classification
City Vacations	Explanation of city vacations	Classification
Resort Vacations	Explanation of resort vacations	Classification
Planning a Vacation	How to help plan a vacation	Process
Getting There	Discussion of various travel methods	Problem/Solution
What to Take	Packing a suitcase	Process
Where to Stay	Discussion of types of lodging	Classification
How Much to Spend	How to estimate expenses for a vacation	Process
Parks	Discussion of different types of parks	Definition

The Find Signal Words Menu

When you are in a document, letter, or biography, and press F (for Find), the Find Signal Words pop-up menu appears. Each option highlights a different kind of words. This helps show how a document is organized. It helps you to see at a glance the structure of a text and to quickly locate information.



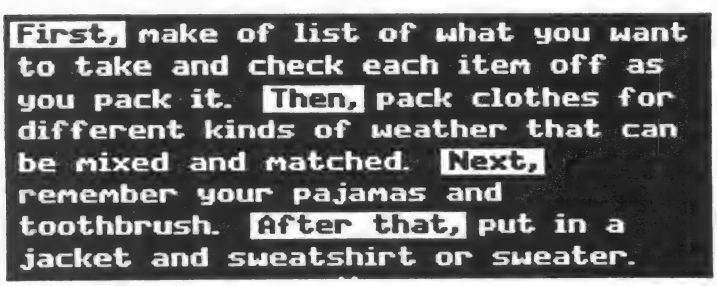
Time/Order Words highlights words or phrases such as "first," "second," "then," "next," and "last."

Cause Words shows words or phrases like "because," "as a result," "since," and "in order to."

Example Words highlights words or phrases like "for example," "for instance," and "such as."

Opinion Words shows words or phrases like "nice," "wonderful," and "funny."

Vocabulary Words highlights any word found in the glossary such as "campground" or "landmark."


First, make of list of what you want to take and check each item off as you pack it. Then, pack clothes for different kinds of weather that can be mixed and matched. Next, remember your pajamas and toothbrush. After that, put in a jacket and sweatshirt or sweater.

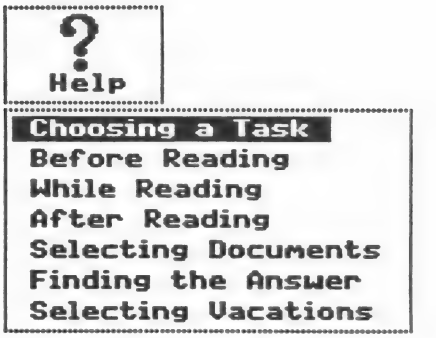
Sample Signal Words

This example shows the effect of selecting "Time/Order Words" from the Find Signal Words menu.

This document, "What to Take," is written as a process and there are lots of Time/Order words and phrases.

The Help Menu

When you move the highlight bar to Help and press Return, you will see the Help menu with a set of topics. The arrow keys move the highlight bar and Return selects. Escape clears the menu and returns you to the Frames menu.



Each topic covers a "How-To" item that will help you as you go through the program. There is advice for different parts of the reading process, such as Before Reading. There are helpful suggestions for choosing a task, finding an answer, and selecting vacations.

Choosing a Task reminds you about strategies for choosing tasks and the purpose of tasks.

Before Reading provides several strategies for reading, making guesses, and using your tasks.

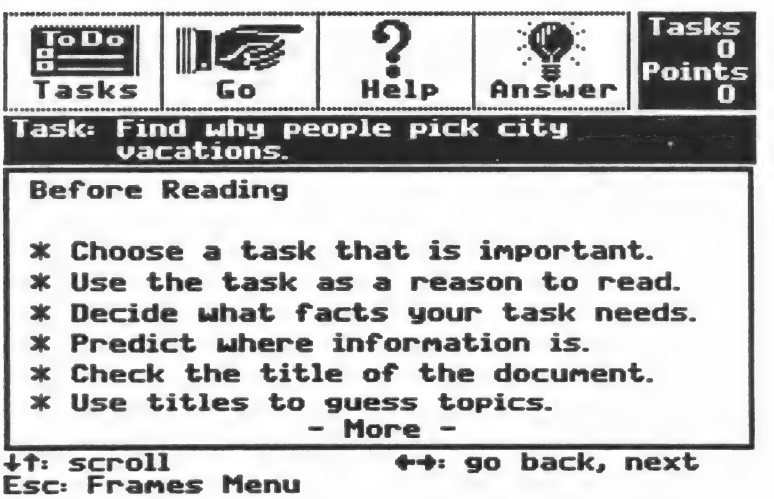
While Reading offers suggestions about reading strategies, recalling, guessing, and thinking.

After Reading reminds you of your options after finishing a reading.

Selecting Documents summarizes the different kinds of documents.

Finding the Answer reminds you about finding and selecting an answer.

Selecting Vacations provides information about selecting vacations.



A Sample Help Screen

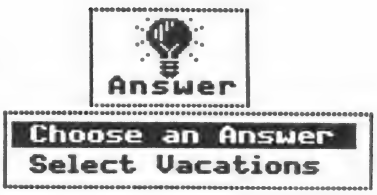
Here is a sample help document in the large text area.

If you press Escape, you will clear the help text.

Note: You can receive help at any time in the program; just press Escape and choose Help. Your student record does not keep track of how many times you ask for help or what help you have read. Remember, help is there for you every step of the way!

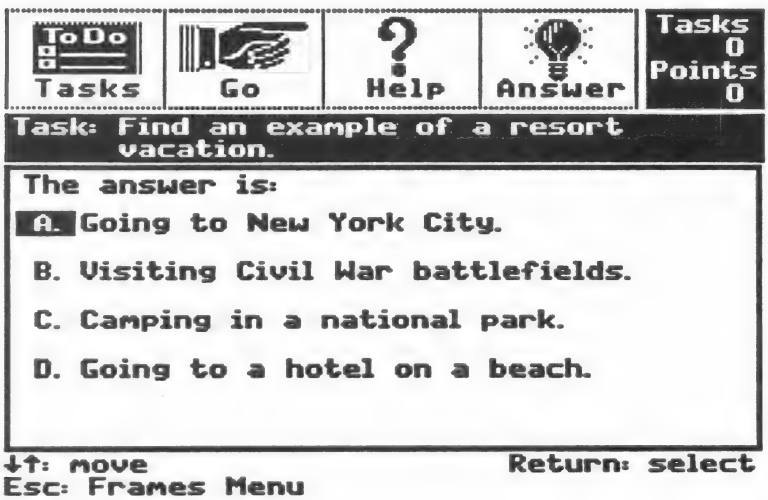
The Answer Menu

When you move the highlight bar to Answer and press Return, you will see the Answer menu and two choices. The arrow keys move the highlight bar and Return selects. Escape clears the menu and returns you to the Frames menu.



Choose an Answer lets you look at and select the best answer to your task. The answers that appear here always correspond to the task that is in the white box.

Select Vacations lets you begin selecting vacations for your customer. If you have not finished all the required tasks, this option will remind you of the number of tasks you need to complete and the customer for whom your vacation ideas are intended.



Selecting an Answer

When you pick "Choose an Answer" from the Answer menu, the Answer screen shows the task and the answer choices. The task is displayed in the task box. The answers are in the text area. Escape returns you to the Frames menu.

Use the arrow keys to move the highlight bar through the four choices to the correct answer and press Return.

If you are correct, you get points added to your total and you're one step closer to choosing your vacations.

About Answers

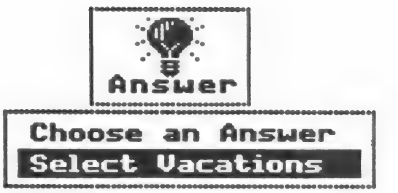
For each of the seven kinds of tasks types (Where to, Main Idea, etc.), there are twenty tasks. In any given game of ***Vacation Nation Travel***, you will see about half of those—about eight or nine tasks per area. Each task has a corresponding answer. Each task also has "distractors." The position of answers (A, B, C, D) is random. The correct answer could be located at any letter and may appear at different letters within the same program.

You can select an answer three times. You get 100 points for a correct first try, 75 points for a correct second try, and 50 points for a correct third try. Sorry, there are no points for a fourth try.

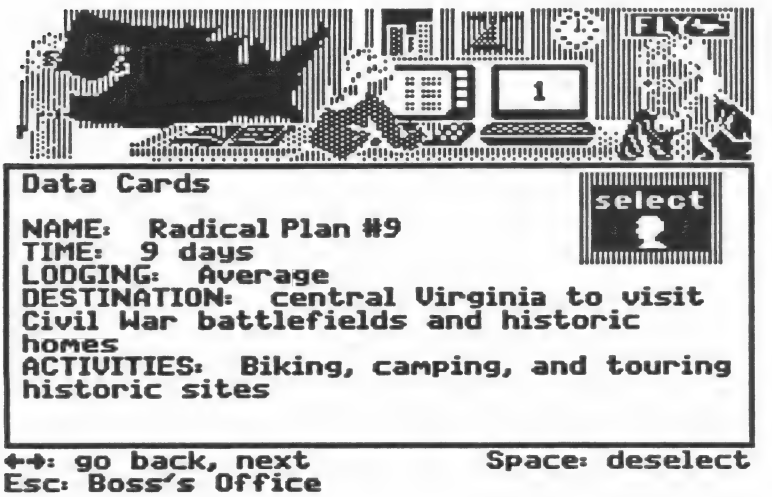
Note: You can select Answer at any time in the program. Your student record does not keep track of how many times you look at the answer before you select one. Remember, looking at Answer before you begin reading can help you focus on four choices.. Knowing those four choices can narrow your search.

Selecting Vacations

When you're ready, or when you have finished the required number of tasks, you can select vacations.



Selecting vacations requires that you pick three vacations for one of four customers who want either a city vacation, a resort vacation, a learning vacation, or an outdoor adventure.



Making a Selection

You select three vacations by pressing the Space Bar. A framed icon is drawn in the upper right corner of selected data cards. When you choose a vacation, you can change your mind and "deselect" one of your vacations by pressing Space Bar again. When you select your third vacation, press Return to review your selections with Ms. Matsuda.

About Vacations

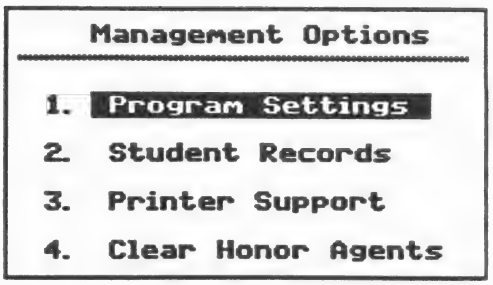
Vacations are "constructed" from data elements such as the ones displayed in the data cards. Other elements are placed in the Letters or Descriptions. Some, but not all, of these data elements are valued for the different customers. For example, with the data card above, "Central Virginia" has four values ranking it for an outdoor adventure, a city vacation, a learning vacation, and a resort vacation. These valued data elements are used to determine how successful your selections are. In any given game of ***Vacation Nation Travel***, you will see ten vacations that may share some similarities—but also have important distinctions. Among other things, their lodging, destination, and travel method will determine how valuable they are for a customer.

Note: In the standard settings, you can decide to select vacations at any time in the program. Remember, when you select vacations you are saying that you have enough information to make a good selection.

MANAGEMENT OPTIONS

Main Menu

Access the Management Options menu by pressing Control-A from the main menu.



Option 1: Changes Program Settings.

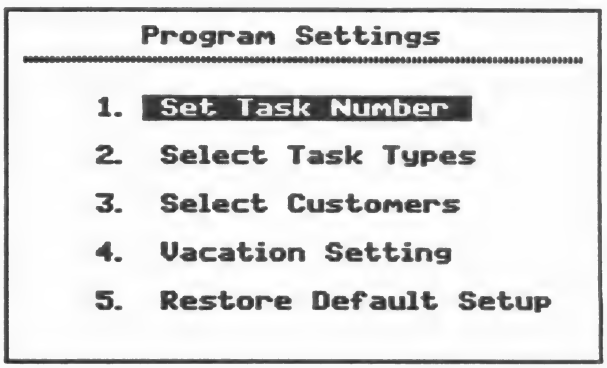
Option 2: Manages Student Records.

Option 3: Handles all standard printer options.

Option 4: Erases the High-Score List in Honor Agents.

Program Settings

This option allows you to change program variables to suit your classroom objectives. For in-depth information, see the next page.



1. **Number of Tasks.** Preset the number of tasks or let students decide how many tasks to do before selecting vacations.

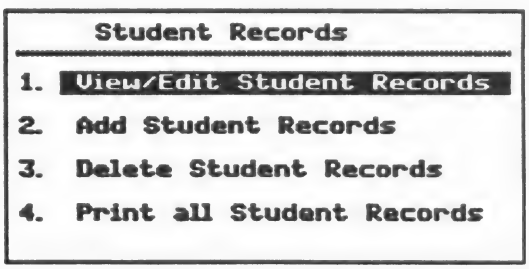
2. **Task Types.** Focus on one task type, all tasks, or any mix of task types.

3. **Select Customers.** Choose a customer or have the computer choose a customer.

4. **Vacation Setting.** Set the same or different vacations for new students on the same disk.

Student Records Options

This option allows you to view and edit student records, add student records, and delete student records. Student records are kept for the current game. You can add student records and specify any program setting that would be specialized for that student. For more information, see pages 22-23.



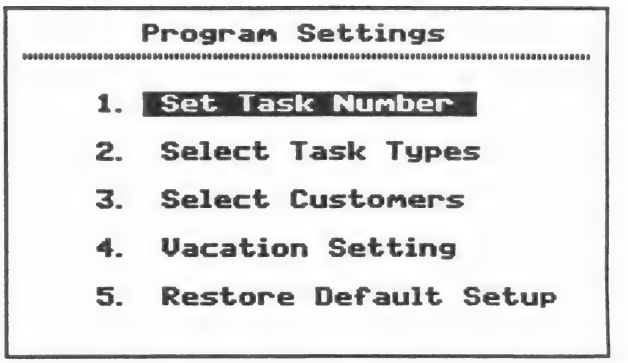
Printer Support

You can set the printer slot, set special commands, test the printer setup, and restore the default setup.

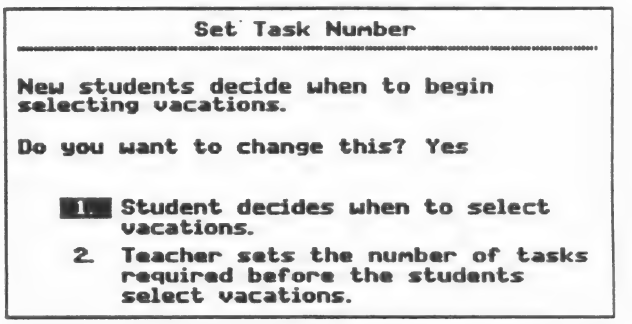
Program Settings

Program Settings allows you to change the program to match your classroom objectives, learning conditions, teaching style, lab setting, or student needs. To fully understand the issues involved in changing these settings, you should review the section "Use in an Instructional Setting," particularly pages 27-28.

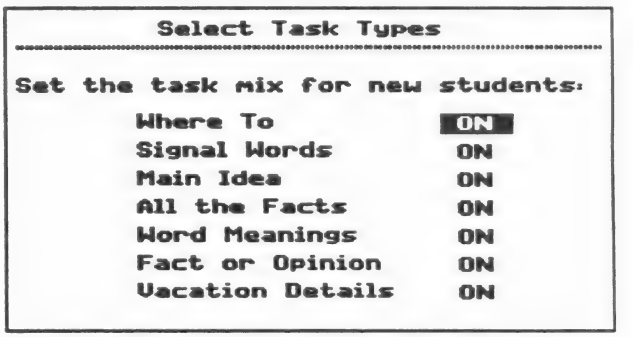
Note: Changing Program Settings affects only new student records on that disk. Changing program settings does not affect student records that have already been created.



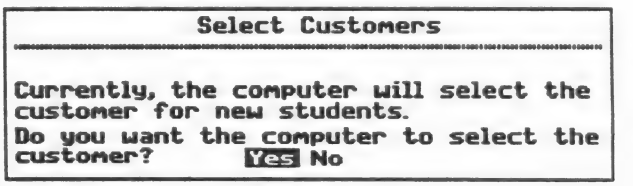
1. **Set Task Number**. The preset condition allows the student to decide when to select vacations. (Students complete as many of the sixty tasks as they want before selecting vacations.) You can set the number of tasks from one to twenty that need to be completed before selecting vacations. This is the number of tasks students must complete before selecting vacations.


Set Task Number
New students decide when to begin selecting vacations.
Do you want to change this? Yes
1. Student decides when to select vacations.
2. Teacher sets the number of tasks required before the students select vacations.

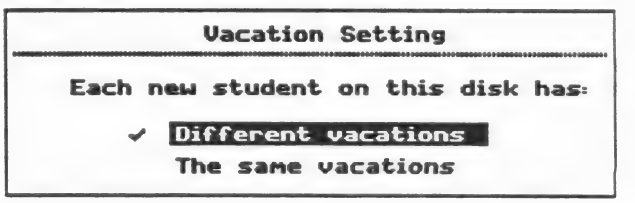
2. **Select Task Types**. This option sets which task types are on or off. Task types are found on the "Task" menu. Focus on one task type (for example, "Main Idea"), all tasks, or any mix of task types. The preset condition is "all task types are 'on.'" You must have one task type on. With fewer task types, each type contains more tasks. With one to three task types, each type will have twenty tasks in it.



3. **Select Customers**. This option lets you choose a customer or have the computer choose a customer (random selection). The preset condition is "the computer chooses."

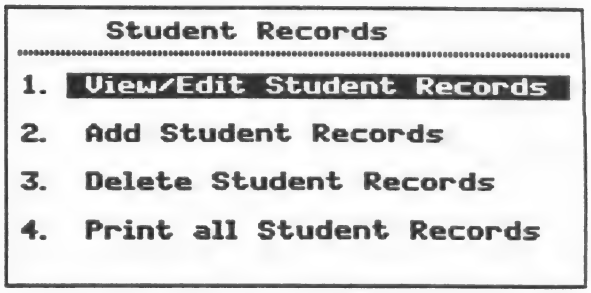

Select Customers
Currently, the computer will select the customer for new students.
Do you want the computer to select the customer? Yes No

4. **Vacation Setting**. This determines if students see the same or different vacations. The program randomly generates vacations. With "The same vacations," every new student, using a copy of that disk at the same time, has the same set of vacations. The preset condition is that students see "different vacations."



MANAGEMENT OPTIONS (continued)

Student Records

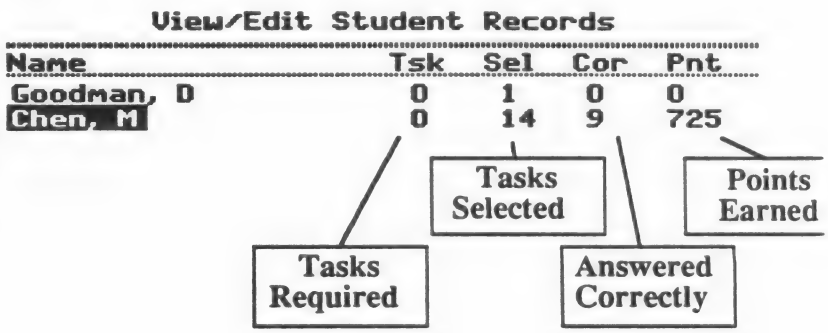


Student records collect student performance data. As each name is entered, a new student record is created. Student records provide a look at their performance in the current game. The student record answers the questions: What have they been reading? Which tasks have they been choosing? How many tasks did they choose but not answer? How many points have they earned? The student record also *saves the progress of a game*. A student record continues a saved game later with *the same vacations, tasks, and management options*. The student record also keeps track of how many games a student has played. Forty student records fit on each disk. You can look at student records, change the student name, add student records with specific program settings, and delete student records to make way for new students.

1. View/Edit Student Records

The list of student records shows how many tasks the students are to do (Tsk), how many tasks they have selected (Sel), how many they have answered correctly (Cor), and how many points they have (Pnt).

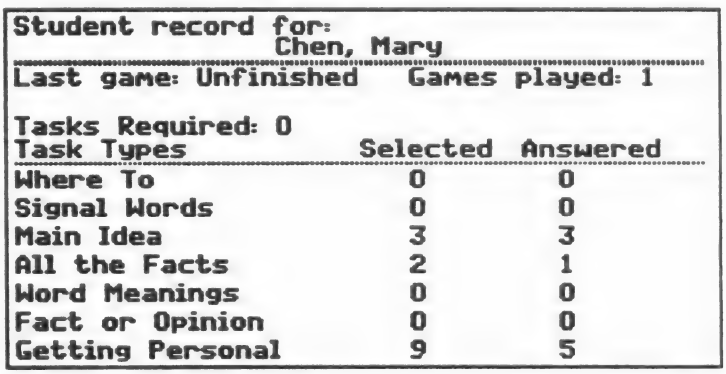
Press the Space Bar to edit the spelling of the first or last name.
Press "P" to print records.
Press "Z" to "zoom in" on a highlighted student record.

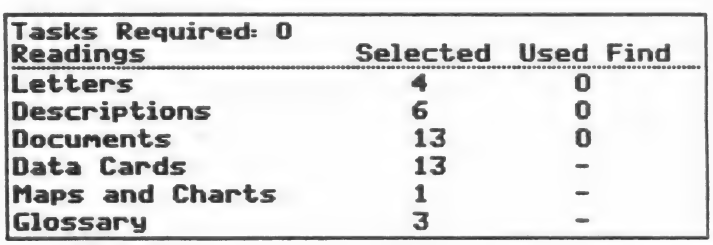


Student Record Zoom

Student record zoom shows how many games a student has played, if the current game is finished or in progress, and which tasks were selected and answered. Only task types that are "on" in program settings are displayed in the "zoomed" record. So, the zoomed record shows the program options set for a student.

When you press the Space Bar, you will see which readings were opened and if any tools (Find) were used. Press "P" to print the zoomed record.

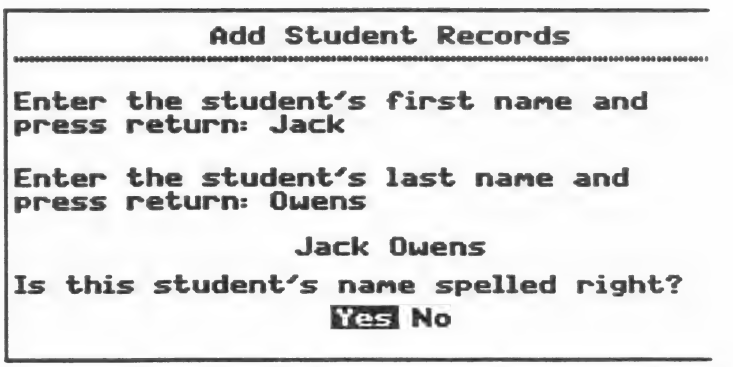

Student record for:
Chen, Mary
Last game: Unfinished Games played: 1
Tasks Required: 0
Task Types Selected Answered
Where To 0 0
Signal Words 0 0
Main Idea 3 3
All the Facts 2 1
Word Meanings 0 0
Fact or Opinion 0 0
Getting Personal 9 5



2. Adding Student Records

Enter the last name and then the first name. Confirm that the spelling is correct.

When you add a new student, the student record uses the current program settings. If you have not changed the program settings, each student that you add uses the default values: The student decides when to select vacations, all task types are on, the computer picks the customer, and everyone sees different vacations.

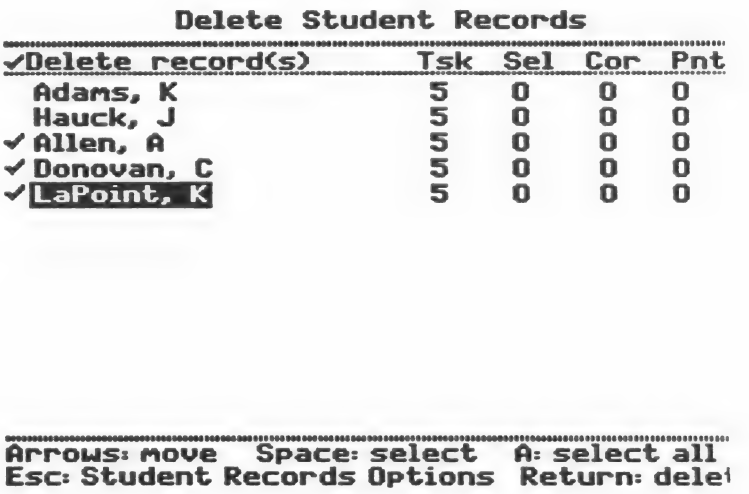

Add Student Records
Enter the student's first name and press return: Jack
Enter the student's last name and press return: Owens
Jack Owens
Is this student's name spelled right?
Yes No

If you want some students to work with program settings other than the default, change the program settings first, and then add students. Any student records that are added in this way take the current program settings. Students retain these settings on all future games unless they are deleted and re-entered with new program settings. If you want students to have more than one record with different program settings, use unique names.

3. Deleting Student Records

When you select Delete Student Records from the Student Records Option, you will see a list of student records. Arrow keys move through the list. The Space Bar selects the student record(s) you wish to delete. A check will appear to the left of the student name if it has been selected to be deleted. "A" will select all students.

Return will delete the selected records. Before the records are deleted, you will be asked if you're sure you want to delete these records. Be sure.


Delete Student Records
✓Delete record(s) Tsk Sel Cor Pnt
Adams, K 5 0 0 0
Hauck, J 5 0 0 0
✓Allen, A 5 0 0 0
✓Donovan, C 5 0 0 0
✓LaPoint, K 5 0 0 0
Arrows: move Space: select A: select all
Esc: Student Records Options Return: dele

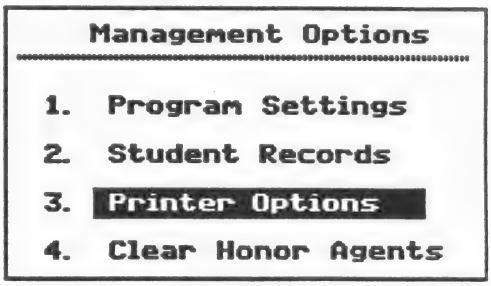
4. Printing Student Records

This will automatically print all of the student records on the disk. You may see this message. If so, you will need to use the Printer Support options found in Management Options.

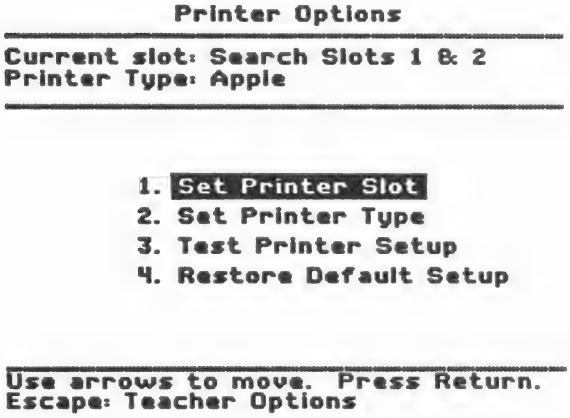
MANAGEMENT OPTIONS (continued)

This product is initially set to work with a standard Apple printer card located in either Slot 1 or Slot 2. If you have this setup, you do not need to do anything further. If your printer uses another setup, or to select or use special commands, use Printer Support.

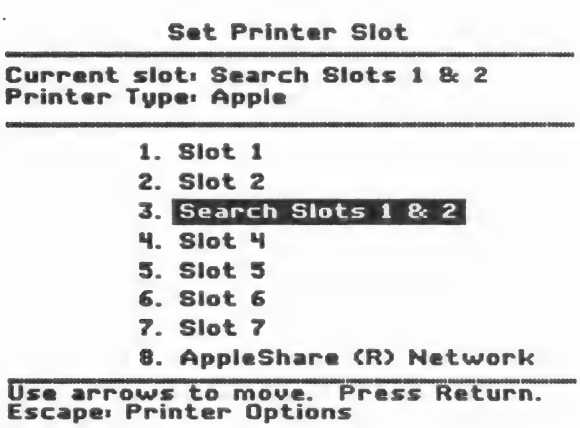
Printer Options appears on the ***Vacation Nation Travel*** Management Options menu. You may access the Management Options from the main menu by typing Control-A.



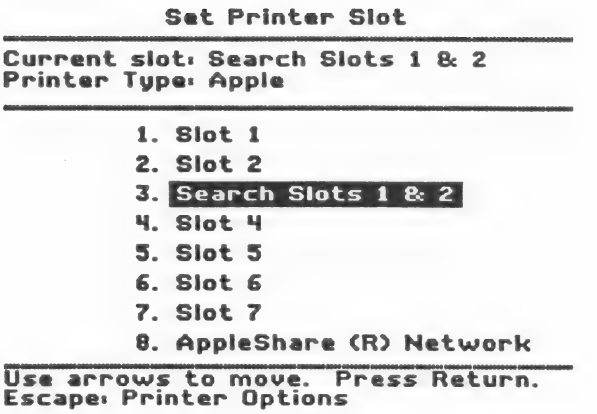
From the ***Vacation Nation Travel*** Management Options menu, selecting Option 3 takes you to the Printer Options menu. The current printer settings are shown at the top of the screen.


Printer Options
Current slot: Search Slots 1 & 2
Printer Type: Apple
1. Set Printer Slot
2. Set Printer Type
3. Test Printer Setup
4. Restore Default Setup
Use arrows to move. Press Return.
Escape: Teacher Options

Option 1, Set Printer Slot, allows you to specify the slot in which your printer interface card is located. If you are using an AppleShare® Network, choose option 8. This setting will automatically select the correct printer slot for each computer on the network.



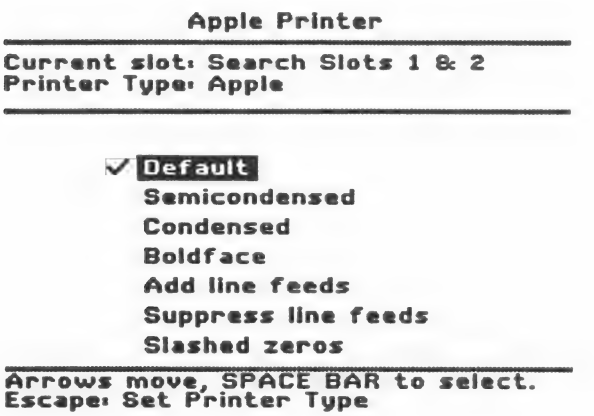
Option 2, Set Printer Type, allows you to select the type of printer you are using: either an Apple, an Epson, or a special configuration.



Selecting **Apple Printer** allows you to choose one or more of the options shown on this screen.

You are not able to select both semi-condensed and condensed or to add line feeds and suppress line feeds at the same time.

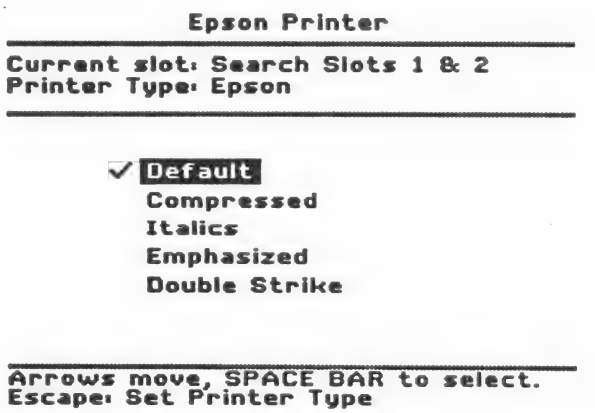
Selecting Default clears from the *program* all other customized options or special commands. To ensure that the *printer* clears all previous commands, turn the printer off, wait several seconds, and then turn it back on again before printing.



Selecting **Epson Printer** allows you to choose one or more of the options shown in this screen.

You are not able to select both emphasized and compressed at the same time.

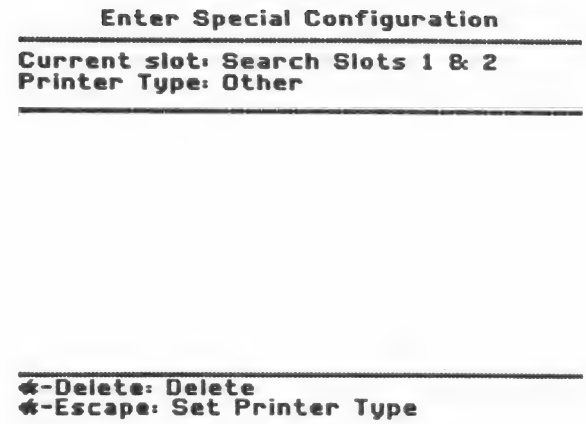
Selecting Default clears from the *program* all other customized options or special commands. To ensure that the *printer* clears all previous commands, turn the printer off, wait several seconds, and then turn it back on again before printing.



Selecting **Special Configuration** allows you to enter commands that enable certain types of printers to operate. These special commands are listed in the manufacturer's printer manual.

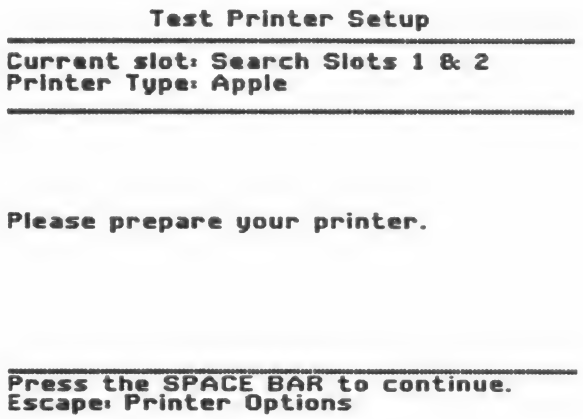
To enter special commands, type the exact characters required. When finished, type ⌘-Escape to end.

Do not set up the printer to use a proportional font. This setting will cause printed student records to be formatted incorrectly.



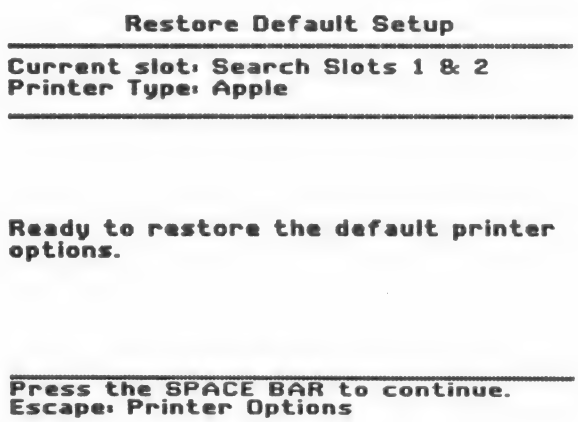
Option 3, Test Printer Setup, prints out all of the keyboard characters. If these characters are not printed correctly, check the settings on your printer or interface card, check to see whether your printer has been connected correctly, or look at your interface card manual for special commands.

Note: To ensure that previous printer commands are cleared, turn the printer off, wait several seconds, and then turn it back on again before performing this test.


Test Printer Setup
Current slot: Search Slots 1 & 2
Printer Type: Apple
Please prepare your printer.
Press the SPACE BAR to continue.
Escape: Printer Options

Option 4, Restore Default Setup, returns all printer settings to their original state. The original printer setup provides a search of Slots 1 and 2 for a default Apple printer.

All changes made to the Printer Options settings are saved on the disk and are permanent until you use the Printer Options again to change the printer settings.


Restore Default Setup
Current slot: Search Slots 1 & 2
Printer Type: Apple
Ready to restore the default printer options.
Press the SPACE BAR to continue.
Escape: Printer Options

USE IN AN INSTRUCTIONAL SETTING

Vacation Nation Travel and Your Reading Program

Vacation Nation Travel was designed with a variety of classroom experiences in mind. Students can work in a computer lab at individual stations—working on specific skills or reviewing all of them. You can change the number and mix of tasks for each student. Students can also work in small groups, sharing tasks and selections. You can lead small-group activities with a computer for each group and have all groups work with the same set of vacations. Finally, you can use one computer and lead a large group in the selection of a set of vacations.

Are your students studying a unit on travel or vacations? Do they need a review of reading comprehension skills? Do they need practice in predicting the location of information and fact-finding? Do they need non-fiction materials in addition to their literature-based reading class? ***Vacation Nation Travel*** has features that make it flexible enough to accommodate a wide range of classroom needs. Before you use ***Vacation Nation Travel*** in your classroom, you will want to resolve several questions about your instructional preferences. Those questions include:

Computer Use: Individual or Group?

Vacation Nation Travel can accommodate a variety of instructional uses. Individual students can use the product, and pairs or groups of students can use it in a collaborative fashion, taking turns on tasks and answers. You can also use the product in front of a large group of students. Collaborative usage adds to the resources available for decision-making. It allows students to interpret information, discuss concepts, and share ideas and perspectives.

Individual work will let you track progress and skills and tailor the program to individual student needs. Group work will allow collaborative learning to take place.

Setting: Computer Lab or Classroom?

Vacation Nation Travel works on AppleShare, Corvus Omninet, Digicard, and VELAN networks. You can also design a learning experience in your classroom with a few computers handling several small groups of students or a single computer under your direction handling an entire class. In the lab, your students will get plenty of individual practice and you will be able to track that progress by accessing the student records from Management Options. In the classroom, you can expect more personal interaction and you can encourage cooperative and collaborative decision-making. You can also control and initiate discussions before, during, and after using the program. The discussions can be large-group, small-group, or paired.

In the classroom, you are more likely to foster a collegial and cooperative atmosphere; in a lab, you are more likely to meet individual needs. ***Vacation Nation Travel*** Management Options (Control-A from the main menu) can be adjusted to suit your educational philosophy and objectives. The following questions list issues surrounding the program settings (see page 21).

USE IN AN INSTRUCTIONAL SETTING (continued)

Comprehension Skills: Mix or Focus?

Vacation Nation Travel includes a variety of comprehension skills (Tasks):

Predicting the location of information (Where To);
Understanding the structure of documents (Signal Words);
Finding the main idea (Main Idea);
Locating supporting facts and details (All the Facts);
Determining the meaning of key words (Word Meanings);
Separating fact from opinion (Fact or Opinion); and
Finding details (Vacation Details).

The standard setting includes all of these skills. You can turn off one or more of the skill areas (Tasks areas) to tailor the mix of skills your students practice. You can have one skill, a few skills, or all the skills (see page 21).

A mix of skills helps students find a variety of information that will aid their selection process. A focus on a single skill or small set of skills helps reinforce classroom learning objectives.

Control of Experience: Random Scenarios or Uniform Scenarios?

Vacation Nation Travel, in its standard settings, generates random vacations from a pool of potential attributes. Students choose a vacation that is randomly selected from four possible vacation preferences—outdoors, city, resort, or learning. You can make sure everyone sees the same customer and set of vacations, or the same set of vacations and a random customer, or a random set of vacations and the same customer (see page 21).

You may want to organize discussion activities before, during, or after the game. For example, you want the class to compare two vacations, each group's reasons for choosing vacations, or strategies for selecting vacations for a customer. For discussing or writing, you may want everyone to share the same experience.

On the other hand, you can still carry out all these activities with the preset random selection, but responses will vary widely. Random selection has the advantage of giving students unusual, but important, choices. It provides unique experiences to share in discussion or writing.

In random selection, unique experiences can generate discussion or individual writing activities. In uniform scenarios, every student shares the same experience.

Student Control: A Set Number of Tasks or Unlimited Tasks?

Vacation Nation Travel, in its standard settings, allows students to decide how many of sixty tasks to do before selecting vacations. These tasks are randomly selected from a larger pool of 140 tasks. You can set the number of tasks (from one to twenty) required before selecting vacations (see page 21).

USE IN AN INSTRUCTIONAL SETTING (continued)

Task selection gives the student an element of control. The student sets the agenda. Deciding which tasks are important is a way students can strategize about the reading process and the selection process of vacations. Deciding which information is important is an essential research and reading skill.

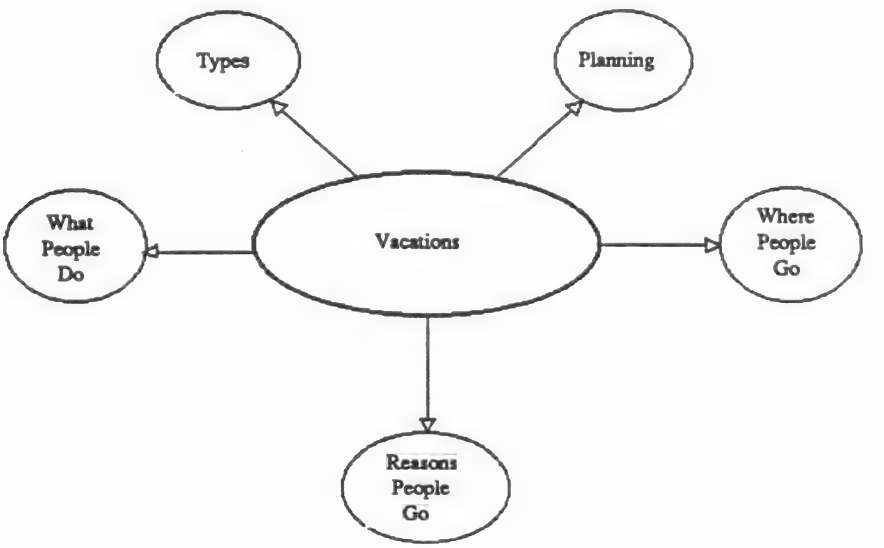
A set number of tasks gives the student an opportunity to focus on one task at a time. Presetting tasks also simplifies the reading strategies. It means students can concentrate on where information is located and not on which information to locate.

Preparing Your Students for *Vacation Nation Travel*

Before using ***Vacation Nation Travel***, you may want to review students' background knowledge of tourism and vacations, vocabulary, and skills and strategies. See the Lesson Plans for introducing ***Vacation Nation Travel*** on pages 33-40.

"Semantic Map"

One way to begin a discussion of students' background knowledge and vocabulary of tourism and vacations is to have students complete the "Semantic Map" and review it as a group (see pages 33-40 for lesson plans and page 48 for a reproducible version).



Students add to each balloon information and examples that they are familiar with. A completed Semantic Map might include several levels of balloons or nodes and many lines or connectors that web these concepts together.

USE IN AN INSTRUCTIONAL SETTING (continued)

"Frames Worksheet"

Another way to introduce decisions and concepts used in ***Vacation Nation Travel*** is the Frames worksheet (see page 49 for a reproducible version).

You are the assistant in the Vacation Nation Travel office. **You will choose three vacations for the next customer.**		
What I Know	**What I Need to Know**	**What Would Be Interesting to Know**

Students can fill these out individually or in small groups. This will give you an interesting perspective on their background knowledge, what students expect to find out, and what they would like to know. You can also review this as a group and fill this out together using an overhead projector or a blackboard version.

Discussion

You may want to lead a general introductory discussion about tourism or vacations (see pages 33-40 for lesson plans and pages 53-56 for sample discussion questions). Topics might include:

- the kind of individuals who would go on a particular vacation;
- the kinds of activities individuals might be involved in while on a vacation; and
- the various types of vacations.

Vocabulary

The glossary in ***Vacation Nation Travel*** is a good beginning point for vocabulary review. (Go to Headquarters, choose Go, then choose Glossary.)

USE IN AN INSTRUCTIONAL SETTING (continued)

Integrating Other Language-Arts Activities

Discussion

Discussion is an important part of the ***Vacation Nation Travel*** experience. Discussing issues, concepts, and background information will prepare students for a successful reading experience. Discussing decision points and problems while using ***Vacation Nation Travel*** will enhance students' strategic reading abilities. Discussing the reasons for selections will foster critical thinking.

Anticipatory Discussion

Before playing ***Vacation Nation Travel***, it is important to prepare students for a number of things. You should take a few minutes to discuss the scenario and background information related to the vacation; the activities they will be involved in—fact-finding and selecting; and the decisions they will have to make.

A lesson plan is on page 33 and questions are provided on page 53.

Processing Discussion

You may want to stop using ***Vacation Nation Travel*** from time to time to discuss aspects of students' computer use. Discussions should focus on developing reading strategies, information-gathering strategies, and analyzing the information that students find.

For example, as they select tasks, you may want to stop to talk about which tasks might be most important in helping decide which vacations are better. Or, after they have selected vacations, you may want them to consider if they were able to find three good vacations, if there were types of vacations they wanted but couldn't find, or if they would have liked to find more information about the vacations. Lesson plans are on pages 34-37 and questions are provided on page 54.

Closure Discussion

After completing a session of ***Vacation Nation Travel***, you may want to discuss students' experiences and their reasons for selection. There is a list of Closure Discussion Questions on pages 55-56. Ask the students to compare vacation qualities, analyze their strategies, and think about other possible outcomes. Lesson plans are on pages 38-39 and sample questions on pages 55-56.

Oral Reports

After selecting a vacation from ***Vacation Nation Travel***, you may want to encourage students to give a short presentation on their customer and set of vacations. Students will want to tell others about their choices and their reasons for choosing them.

USE IN AN INSTRUCTIONAL SETTING (continued)

Writing

Topics for Imaginative Compositions

As a teacher, you probably already have many interesting topics or writing assignments that would tie in with the themes developed in ***Vacation Nation Travel.*** We offer some suggestions as examples of writing that will enhance students' experiences (see pages 57-58).

"You are a member of the ***Vacation Nation Travel*** office. You think you have an idea for a new vacation. Tell us about it." This sample topic may not seem very imaginative, but students are given a chance to imagine themselves in a new situation. They can develop stories and use some of the vocabulary in the program.

We also suggest that you consider using another MECC product, ***Storybook Weaver: World of Adventure***, to enhance the writing process. Many of the objects and scenes in this product are designed to work with the themes of vacations, travel, and adventure. You can use ***Storybook Weaver: World of Adventure*** to create illustrated stories with a wide range of objects that correspond to places, travel methods, activities, and things to pack that are mentioned in ***Vacation Nation Travel.***

Topics for Persuasive Compositions

Any Closure Discussion Questions can be used for writing topics as well. In addition, there are more general topics that students may be interested in writing about. The topics develop some of the vocabulary in the program and suggest rhetorical styles that might be paired with one of the readings found in the program (see pages 59-60).

Research Reports

You may also want to assign students research reports that connect to the themes developed in ***Vacation Nation Travel.*** A number of sample research topics that students may find interesting—involving tourism, travel, exploration, and vacations—are given on pages 61-62. As a teacher, you may already have research assignments in mind that tie in to a unit on travel or vacations.

Other Resources

Books. We offer a number of fiction and non-fiction reading suggestions (see page 66).

Tourism Offices. Each state has a tourism department or office. These offices have access to a wide range of print materials, calendars, maps, and brochures that correlate to this thematic unit (see pages 64-65).

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Introducing *Vacation Nation Travel*

Preparation

Time Required:	One class period; the time varies depending on the class.
Group Size:	Small collaborative groups of three or four.
Equipment:	Overhead projector or blackboard.
Materials:	Give each student copies of the "Semantic Map" and "Frames Worksheet," found on pages 48 and 49, respectively.

Procedure

1. Divide students into random groups of three or four and have them number themselves one to three (or four) in each group.

2. Provide a brief overview of vacations.

3. Ask students to work individually for five minutes, writing down any ideas they have for "Types" on the "Semantic Map." To help their thinking, you may want to use some of the "Anticipatory Discussion Questions."

4. When time is up, ask students to share their ideas with other members of their group, adding new items to their own list.

5. After students have had time to share with their groups, assign a student in each group to give two ideas about planning generated by the team. Use an overhead projector or blackboard to illustrate several examples.

6. Repeat this process for each of the concepts in the "Semantic Map." Make sure to call on a different student (number) each time to provide examples.

7. Next, ask students to turn to the "Frames Worksheet." Tell the students that they will be using a computer program in which they will choose the best vacations for a customer in ***Vacation Nation Travel.***

8. Give your students several minutes to jot down some of their ideas about what they know, what they need to know, and what would be interesting to know.

9. After filling out the "Frames Worksheet," ask students to share their ideas while you fill out a similar worksheet on the overhead projector or the blackboard.

10. Use several of the "Anticipatory Discussion Questions" to prompt further thinking and discussion (questions 8, 9, 14, 15, 16, and 17).

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Introducing *Vacation Nation Travel* II

Preparation

Time Required:	A minimum of one class period; the amount varies depending on class interaction, however.
Group Size:	Full class.
Equipment:	One computer, preferably connected to a large-screen projector. ***Vacation Nation Travel*** program with the settings at three or four tasks.
Materials:	Provide each student or group with copies of the handout, "Step-by-Step Guide," on page 47.

Procedure

1. Start the ***Vacation Nation Travel*** program and explain the main menu selection.
2. Show students the Instructions (3).
3. Select (1) Readings and begin the program.
4. Explain the Task areas and how to select a Task.
5. Explain the Menu Selections found on the Main Interaction screen.
6. Step through the Readings and show your students the different types of readings.
7. Find the answer to the first task and demonstrate how to select an answer.
8. As you go through the program, you may want to use some of the "Processing Discussion Questions" (see page 54) to lead students to think about the task, to predict likely locations for answers to the tasks, and to evaluate possible answers to the task.
9. After finishing the tasks, demonstrate selecting vacations. Unless you have changed the settings, remind students that they will each encounter different vacations and a different customer.
10. When you have finished demonstrating the program, students will be ready to begin on their own—as individuals at a computer, as pairs of students working together on one computer, or as groups of students working together as a team.

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Using *Vacation Nation Travel* with Individual Students

Preparation

Time Required:	A minimum of one class period; the amount, however, varies depending on program settings and student reading ability and probably will take two or more class periods.
Group Size:	Full class.
Equipment:	One computer for each student.
Materials:	Provide each student or group with copies of the handouts "Step-by-Step Guide" found on page 47 and "Vacations Chart" found on page 50.

Procedure

1. Let students begin by entering their names. Be sure their names are spelled correctly, since they will identify student records.

2. Let students select their tasks and readings. Student progress is automatically saved with the student record. So, if students do not finish before the end of the class period, they can pick up where they left off when they begin at a later time. In order to save their place, they must exit in a normal method by returning to the main menu and selecting Quit. If they simply turn off their machines without exiting, their place will not be saved.

3. From time to time, call a "time out" to ask one of the Processing Discussion Questions (questions 1-6).

4. As students finish their tasks, you may want to use other Processing Discussion Questions (questions 7-8).

5. As students begin to select vacations, you may want to use other Processing Discussion Questions (questions 9-13).

6. When your students have finished, you may want to use other Processing Discussion Questions (questions 14-18).

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Using *Vacation Nation Travel* with Cooperative Groups

Note

This activity involves students in cooperative learning groups at the computer. It provides general guidelines for structuring the interaction of students, determining the size of the groups, and assigning roles to students. In addition, it suggests ways for teachers to interact with the group.

This activity was designed with these cooperative learning principles:

- The group must work as a team and complete a common task to achieve a common goal.
- Each member of a team has a designated responsibility that must be carried out to help the team meet its common goal.
- Team members support each other by offering explanations, asking questions, providing feedback, sharing information, and encouraging each other to learn and participate in the discussions.
- The team continually monitors how well they are functioning as a team.

Familiarity with these principles and the techniques that support them will enhance the effectiveness of this lesson. For a thorough discussion of cooperative learning principles, consult the works of David and Roger Johnson, Spencer Kagan, and Robert Slavin.

Preparation

Time Required:	A minimum of one class period; however, depending on program settings and abilities, it could take two or more periods.
Group Size:	Groups of two or three students.
Equipment:	One computer for each group.
Materials:	Provide each student or group with copies of the handouts "Step-by-Step Guide," found on page 47; "Vacations Chart," found on page 50; and "Checklist," found on page 52.

Procedure

1. Review the program with the entire class, explaining the various options.

USE IN AN INSTRUCTIONAL SETTING (continued)

2. Point out that they have three main tasks to accomplish as they use this program.

   - Choose tasks that will help them find out the most.
   - Look through the readings to find the answer to the task.
   - Select the best vacations for a customer.

3. Assign students to teams of two or three. Assign roles within each team. Clarify any questions about the nature of the roles and point out that they will switch roles from time to time so that everyone has a turn in each of the roles.

Travel Agent
- Operates the keyboard as the group selects tasks, readings, and vacations.
- Makes sure everyone agrees on the selection of tasks, readings, and vacations.
- Keeps track of tasks accomplished and records them on the "Checklist."

Vacation Planner
- Records information on customers and requirements.
- Presents vacation report to the class.
- Encourages group to remain on the task at hand.

Tourism Officer
- Records information on the "Vacations Chart."
- Encourages everyone to share ideas and participate in the discussions.
- Summarizes group findings and suggests the information they may need.

4. Tell students that you will circulate among them to observe how they work as a team. There are two specific behaviors that you will be looking for: 1) asking for the reason for selecting a task, a reading, an answer, or a vacation; 2) ensuring that everyone agrees with an action.

5. Allow the students to go through the tasks and vacation selection. Circulate to observe how teams are working. Record how many times you observe groups asking for the reason to take an action and then reaching a consensus.

6. After having selected the vacations, allow each team to report to the entire class on their choice of vacations and the rationale for the choice.

7. Make sure students have at least ten minutes to discuss how they worked in the group. Give them two or three questions to help them focus on the group interaction. Ask "What did group members do that was helpful in getting things done?" and "How else could you apply the skill of asking for reasons why you did something?"

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Discussing *Vacation Nation Travel* in Small Groups

Preparation

Time Required:	A minimum of one class period; depending on program settings and abilities, however, it could take two or more periods.
Group Size:	Groups of two or three students.
Equipment:	None.
Materials:	Provide each student or group with copies of the handout "Vacations Chart," found on page 50.

Procedure

1. After students have played through ***Vacation Nation Travel***, you may want them to discuss certain questions in small groups.

2. First, have each team meet to rank their selections by value. Which was their most valuable, or most important, vacation? Have them answer the question "Which vacations did you feel were the best?" Allow ten minutes or so to discuss and select their top three vacations.

3. When all teams have finished their discussions, summarize the top vacations on a blackboard chart. Analyze the qualities that the top vacations share.

4. Select one or two other Closure Discussion Questions such as "Which vacation did you feel was least desirable?" and have students again discuss in their teams. Allow another ten minutes.

5. When all teams have finished their discussions, summarize the bottom vacations on a blackboard chart. Analyze the qualities that the least desirable vacations share.

6. Finally, have teams create imaginary vacations using the "Vacation Form" handout (see page 51). Allow ten minutes or so for each member of the team to create one.

7. Then, in your own mind, select one of the customers (Outdoor, City, Learning, or Resort) and ask each team to select one vacation that would be most appropriate. Next, hold a small election where all the students select the three vacations that they think would be most appropriate. If there is time, you may want to summarize the students' vacations on a blackboard chart and analyze the qualities of the most popular vacations.

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Summarizing the *Vacation Nation Travel* Experience

Preparation

Time Required: A minimum of one class period.

Group Size: Groups of two, three, or four students.

Equipment: Blackboard.

Materials: Make sure students have their filled-out "Vacations Charts." Provide each student or group with copies of the handout, "Vacation Form," found on page 51.

Procedure

1. Select some Closure Discussion Questions about the vacations (questions 1-8, 23-29).

2. Select several Closure Discussion Questions about customers (questions 9-11).

3 Have students fill out the "Vacation Form" with their own vacations.

4. Have students present their made-up vacations and suggest which one would be best for each customer. Select a customer (for example, outdoor or city) and hold an election for the best student-made vacations.

5. You may wish to hold a debate and select one of the Closure Discussion Questions (especially 12-14) or use one of the Topics for Persuasive Compositions as a debate topic.

USE IN AN INSTRUCTIONAL SETTING (continued)

Sample Lesson Plan: Extending the *Vacation Nation Travel* Experience—Writing

Preparation

Time Required: A minimum of one class period.

Group Size: Whole class.

Equipment: Blackboard, paper and pencils, or computers and word processors.

Procedure

1. Select writing topics from "Topics for Imaginative Compositions," "Topics for Persuasive Compositions," or "Research Topics." Assign topics to students and allow in-class writing or preparation time.

2. Allow students to select writing topics from the "Topics for Imaginative Compositions," "Topics for Persuasive Compositions," or "Research Topics." Allow in-class writing or preparation time.

3. When students have finished a first draft, assign another student reader to read the essay and suggest changes. Have students revise their first drafts. Then, collect the second drafts.

4. Use ***Storybook Weaver: World of Adventure*** to write illustrated vacation stories.

5. Share the best student writing, publish a Vacation Newsletter, or have students read their compositions aloud to the class.

6. Have students write to different places for information on vacations. Use some of the addresses found on pages 63-65.

Sample Lesson Plan: Extending the *Vacation Nation Travel* Experience—Reading

Preparation

Time Required: A minimum of one class period.

Group Size: Whole class.

Equipment: Blackboard, paper and pencils, or computers and word processors.

1. Arrange to take your students to the media center or library in your school to select any of the fiction or non-fiction readings for fifth- and sixth-grade students suggested in "Related Books for Fourth- and Fifth-Grade Students" (see page 66) or choose other related materials.

2. Allow ample reading time and arrange for an oral or written book report.

Using Computer Software in a Thinking Skills Environment

Teachers are faced with the tremendous task of preparing today's students for tomorrow's world—a world characterized by change in an information-rich environment. Thinking skills are at the heart of this thriving, changing environment, for these are the behaviors that students must practice in school and continue to apply for the rest of their lives.

It wasn't long ago that thinking skills were considered exclusive to gifted and enrichment classes. Today, however, thinking skills are viewed as an essential component for the total school curriculum. Developing these skills is the goal of each individual discipline. Many educators have, in fact, come to view thinking skills as perhaps the most basic of the basic skills because they facilitate the acquisition of all other learning.

At MECC, we view computer software as a vehicle for fostering students' thinking. Our products are curriculum-based, with thinking skills as a thread within subject areas. This provides an environment with many opportunities for teachers to highlight and reinforce thinking skills.

We believe teachers play a critical role in determining the classroom environment for thinking. Naturally, many teachers have taught thinking skills and will continue to do so using a variety of strategies. Our commitment is to provide teachers with the materials that help them do their job well: high-quality software that promotes the application of thinking skills.

Our approach to thinking skills reflects what both research and effective classroom practice has shown. That is, the approach that is most effective and appeals to most teachers is one that infuses thinking skills into existing content areas. Educators have told us they are interested in thinking skills as a method used in the instruction of a topic, not as a subject. By infusing thinking skills into existing content areas, MECC products integrate easily into teachers' curricula while providing a rich environment for students to practice skillful thinking. We strive to meet the challenge teachers face in promoting the skills that students need.

If schools are to integrate the teaching of thinking with regular academic instruction, they need to know which aspects of thinking to teach. After exploring the research that has been done in the area of thinking skills, MECC has chosen as a base the *Dimensions of Thinking* framework, published in 1988 by the Association of Supervision and Curriculum Development (ASCD). We chose this framework because it pulls together research and models from a variety of sources and brings the theory to the classroom level, applying it to that environment. In addition to knowing the subject matter that is covered, teachers now can see the specific thinking skills that are challenged within a product.

This section highlights ways in which teachers can use ***Vacation Nation Travel*** to promote thinking skills with their students. The following pages provide examples of how ***Vacation Nation Travel*** relates to the ASCD core thinking skills framework. Although only one thinking skill per category is correlated with a specific part of the product, each skill can be practiced on many levels and in many aspects of the product.

We realize the importance of thinking skills in the curriculum. We believe it is essential that students be taught thinking skills so that they have the tools to understand the past, deal with the present, and prepare for the future. We are confident that you will find ***Vacation Nation Travel*** of considerable value in your classroom as you foster student thinking.

A Framework for Thinking

The components used in thinking are referred to as *core thinking skills*. This framework defines those skills that appear in the repertoire of the model learner. Each skill selected is documented in research as important to learning or thinking, is teachable, and is valued by educators as important for students to learn.

The core skills of the ASCD framework are listed and defined below with examples of applications within ***Vacation Nation Travel.*** The skills are neither discrete nor hierarchical. In fact, individual skills draw on other skills and can be used repeatedly in the thinking process. The selected examples are not exhaustive but highlight ways in which these thinking skills are used in ***Vacation Nation Travel.***

Source: Dimensions of Thinking, Association for Supervision and Curriculum Development (ASCD), 1988.

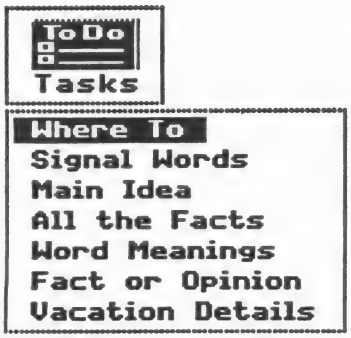
Definition of Core Thinking Skills Categories	Core Thinking Skills Components	*Vacation Nation Travel* Application
Focusing Skills allow students to attend to selected pieces of information and ignore others. Focusing occurs when students sense a problem, an issue, or a lack of meaning.	**Focusing Skills** • Defining Problems • Setting Goals	In ***Vacation Nation Travel,*** students select fact-finding tasks and focus the search for information. By selecting tasks, they set personal reading goals and establish a clear purpose for reading.
Information-Gathering Skills involve obtaining information and clarifying issues and meanings through inquiry.	**Information-Gathering Skills** • Observing • Formulating Questions	As students gather information about vacations and their customers' preferences, they choose readings where they think information can be found. In addition, students identify signal words for text structures and the organization of ideas.
Remembering Skills are those activities or strategies that students consciously engage in to store and retrieve information from long-term memory. Activating prior knowledge falls under this category.	**Remembering Skills** • Encoding • Recalling	Students recall information they have read as they remember vacation attributes located in other places when selecting vacations for a customer.

Definition of Core Thinking Skills Categories	Core Thinking Skills Components	*Vacation Nation Travel* Application
Organizing Skills are used to arrange information so that it can be understood or presented more effectively.	**Organizing Skills** • Comparing • Classifying • Ordering • Representing	As students complete their tasks in ***Vacation Nation Travel***, they respond to tasks that require finding, ordering, and classifying information, such as selecting cause and opinion signal words.
Analyzing Skills are used to clarify existing information by examining parts and relationships. Through analysis, students identify and distinguish components, attributes, claims, assumptions, or reasoning.	**Analyzing Skills** • Identifying Attributes and Components • Identifying Relationships and Patterns • Identifying Main Ideas • Identifying Errors	As students select and read documents identifying aspects of tourism and vacations, types of vacations, and details of vacations, they analyze outcomes to determine the value of a vacation's attributes.
Generating Skills involve using the students' prior knowledge to add information beyond what is given. Connections between new ideas and prior knowledge are made as new information and ideas are recast into new structures.	**Generating Skills** • Inferring • Predicting • Elaborating	***Vacation Nation Travel*** allows students to infer text structures from signal words. Students can predict the location of information and respond to discussion questions and a variety of composing activities.
Integrating Skills involve putting together the relevant parts or aspects of a solution, understanding, principle, or composition and incorporating this integrated information into a new understanding.	**Integrating Skills** • Summarizing • Restructuring	As students use ***Vacation Nation Travel***, they integrate vacation information by selecting those they think are best for a customer. They can also restructure vacation information located in data cards, letters, and descriptions as they construct a vacation profile.
Evaluating Skills involve assessing the reasonableness and quality of ideas.	**Evaluating Skills** • Establishing Criteria • Verifying	Students verify their selections by comparing the verbal outcome with the point totals. Students can also verify their hypothesis about vacation selections by trying again with new vacations and customers.

NOTES

Appendices

Step-By-Step Guide



Step 1: Choose a Task that you like.
Use the Task menu to select a task area. Use the arrow keys to move and the Return Key to select.

Where To tasks are about where information is located.
Signal Words tasks answer how readings are organized.
Main Idea tasks include the important ideas in readings.
All the Facts tasks look for facts and information.
Word Meanings tasks are about vocabulary words.
Fact or Opinion tasks deal with facts versus opinions.
Vacation Details tasks include vacation information.

Step 2: Choose a Reading where you think information is located.
Use the Go menu to select readings.
Use the arrow keys to move and Return to select.

Data Cards show vacation information.
Letters are from customers about the vacations.
Descriptions tell about the vacations.
Documents give you a list of other readings.
Maps/Charts show graphics about vacations.
Glossary has definitions of vocabulary words.

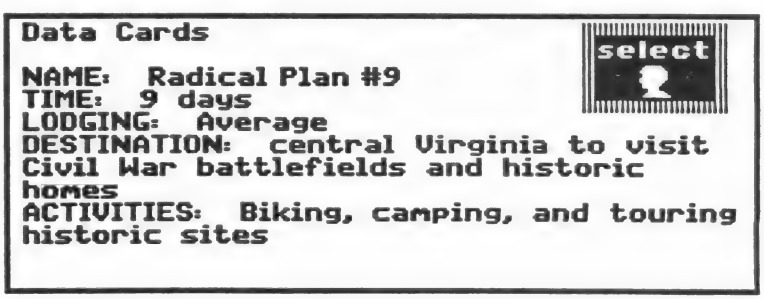
Step 3: Answer your task when you think you've found it.
Choose Answer and look at the answer choices.
Use the arrow keys to move and Return to select.

Repeat Steps 1, 2, and 3 until you have finished all your tasks.

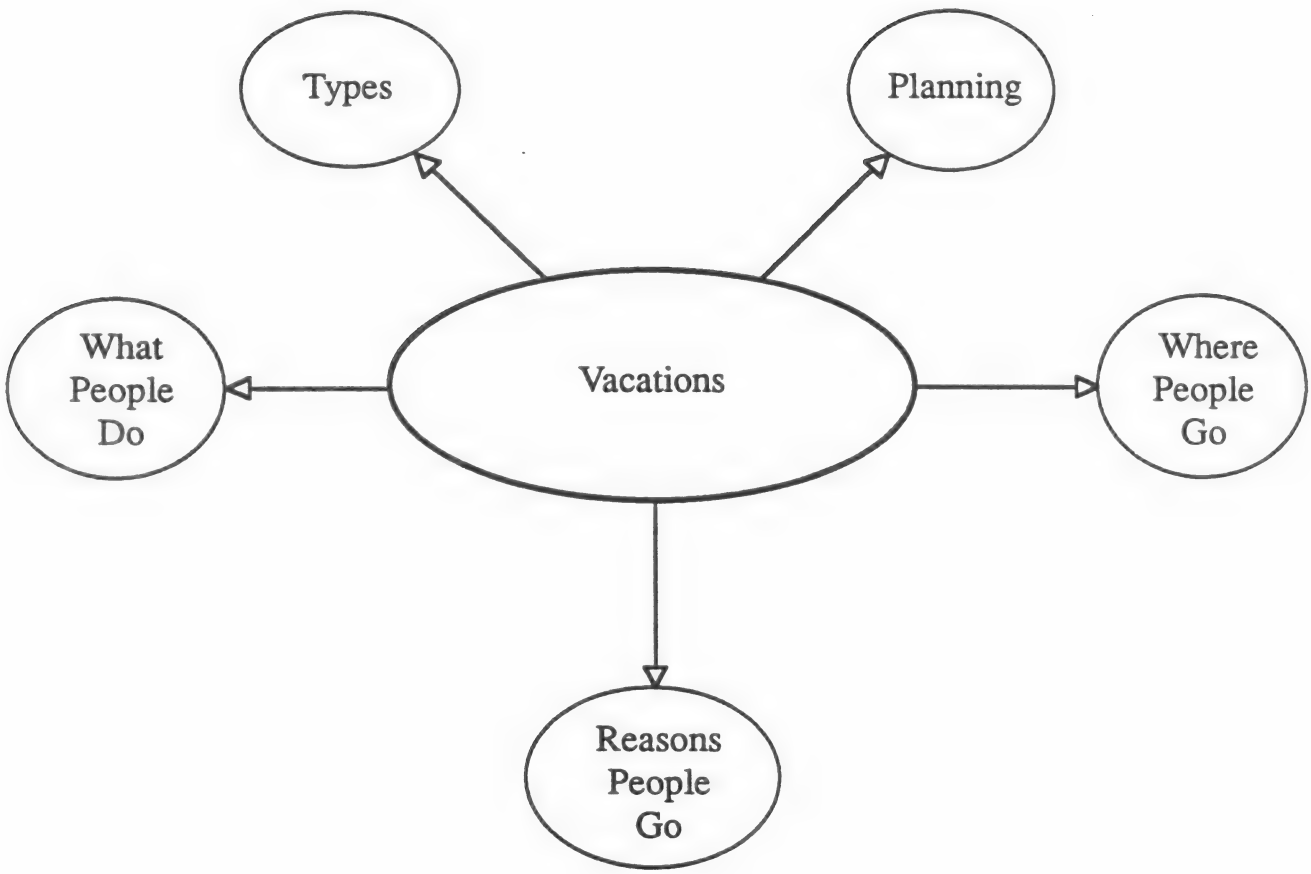
Step 4: Choose your candidates.

When you finish all your tasks, choose the candidates you think are best.

Use the arrow keys to move.
Use the Return Key to select.


Data Cards
select
NAME: Radical Plan #9
TIME: 9 days
LODGING: Average
DESTINATION: central Virginia to visit Civil War battlefields and historic homes
ACTIVITIES: Biking, camping, and touring historic sites

Semantic Map



Frames Worksheet

You are the assistant in the Vacation Nation Travel office.

You will choose three vacations for the next customer.

What I Know	What I Need to Know	What Would Be Interesting to Know

Vacations Chart

Name: _____
Time: _____
Lodging: _____
Destination: _____
Activities: _____
Travel Method: _____
Recommend/Reject: _____
Things Lost: _____
Place Discovered: _____
A Good Thing: _____
A Bad Thing: _____
Local Color: _____
Point of Interest: _____

Name: _____
Time: _____
Lodging: _____
Destination: _____
Activities: _____
Travel Method: _____
Recommend/Reject: _____
Things Lost: _____
Place Discovered: _____
A Good Thing: _____
A Bad Thing: _____
Local Color: _____
Point of Interest: _____

Vacation Form

Vacation Form

Name: _____

Time: _____

Lodging: _____

Destination: _____

_____

Activities: _____

_____

Vacation Form

Name: _____

Time: _____

Lodging: _____

Destination: _____

_____

Activities: _____

_____

Checklist

Data Cards	Letters	Descriptions	Vacation
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____

Documents	
☐	Tourism
☐	Travel Agents
☐	Outdoor Adventures
☐	Learning Vacations
☐	City Vacations
☐	Resort Vacations
☐	Planning a Vacation
☐	Getting There
☐	What to Take
☐	Where to Stay
☐	How Much to Spend
☐	Parks

Notes:

Tasks:

Anticipatory Discussion Questions

1. Do you think everyone should take a vacation? Why?
2. Did you take a vacation last summer?
3. If you could go anywhere, where would you like to go on vacation?
4. What are some examples of different kinds of vacations?
5. What are some examples of different travel methods?
6. What is a vacation? How is it different from a week off from school?
7. What is the most unusual vacation you've heard about?
8. What qualifications would be useful for someone who helps people plan vacations?
9. What kinds of activities would be fun for a vacation?
10. What would be some examples of dangers on a vacation?
11. Do you think it would be interesting or boring to visit a city?
12. Do you think it would be frightening or exciting to go camping in a national park?
13. If you were on vacation, what would be a good length of time to spend?
14. If someone wrote to you about their vacation, what would you probably learn?
15. What kinds of information would you probably find in a description of a vacation?
16. What is a travel agency? What kinds of work do travel agents do?
17. How do states let people in other parts of the country know about vacation ideas?
18. If you were a travel agent, what kinds of vacations would you like to sell?
19. What is probably the most popular kind of vacation? Why do you think that is so?
20. How would you plan a vacation? What would you like to take with you?

Processing Discussion Questions

1. What kinds of tasks do you find in the "Where To" topic area?
2. What kinds of tasks do you find in the "Signal Words" topic area?
3. What kinds of tasks are there in the "Main Idea" topic area?
4. What kinds of tasks do you find in the "All the Facts" topic area?
5. What kinds of tasks are there in the "Fact or Opinion" topic area?
6. What kinds of tasks are there in the "Vacation Details" topic area?
7. What kinds of tasks help you find out about the vacations?
8. Now that you've finished your tasks, do you think you have enough information to make a good selection of vacations?
9. Now that you've selected your vacations, were you able to make a good selection?
10. Were there certain kinds of vacations that you wanted to select but couldn't find? How did you make the next-best selection?
11. Did finding out about the type of customer change your opinion of any of the vacations?
12. Did you have enough information about each vacation to make a good selection?
13. What other kinds of information would be helpful to know?
14. Now that you have your scores, do you agree with the score? Are there vacations that should have received higher points?
15. Why would one vacation be more valuable to a customer than another?
16. Are there any surprises in your score? Did you think you'd do better or worse?
17. What kinds of vacations would you pick the next time?
18. What would you do differently the next time you played?
19. What kinds of documents are important to read? What do the Letters and Descriptions tell that isn't in the Data Cards?
20. Did you find out anything that was surprising or interesting?

Closure Discussion Questions

1. The next time you play, what kinds of information will be important for you?
2. Which vacation is better—one with a specific destination and activities or one with a general destination?
3. Which of your vacations did you feel was least desirable?
4. Which do you think is more important for vacations—the destination or the activities?
5. Which do you think is more important for vacations—a good recommendation or a good destination and activities?
6. Which do you think is better for vacations—the right lodging or the right travel method?
7. Which do you think would be better—a city vacation or an outdoor adventure?
8. Which do you think would be better—a learning vacation or a resort vacation?
9. If you had to combine two, which would you rather have—learning and city vacations together; learning and outdoor vacations together; or learning and resort vacations together?
10. If you had to postpone a vacation, which would you rather delay—a city vacation or an outdoor adventure?
11. Which do you think would be more popular—an outdoor adventure or a learning vacation?
12. One of the documents mentioned different travel methods. Which would be more fun to you—flying or traveling by train?
13. With all the things a family could spend money on, do you think it's a good idea to spend money on a vacation? If not, what would you rather spend money on?
14. One of the documents discussed travel agents. Do you think you would like to be a travel agent? Why or why not?
15. Which kind of vacation would be most valuable for a travel agent who wanted to make lots of money—a city vacation or a resort vacation?
16. Of your vacations, which one seemed like the most fun?
17. Did any of your vacations seem dangerous?

Closure Discussion Questions (continued)

18. For which customer would it be the most difficult to find vacations?

19. If you were a travel agent, in which kind of vacations would you like to specialize?

20. How long would you like to spend on a vacation? Do you think there's an amount of time that would be too long to spend on a vacation?

21. One of the documents talked about parks. Which of those parks seems the most interesting to visit?

22. If you could write a commercial for one of the vacations you read about, which would you choose and what would you write?

23. Some of your vacations may have had something that seemed silly to you. What was it?

24. Some of your vacations may have had something to do that seemed important or interesting to you. What was it?

25. Some of your vacations may have had something in it that seemed difficult. What was it?

26. What was the most interesting thing you found out about your vacations?

27. Which of your vacations seemed like the best one for your family?

28. Did any of your vacations seem unusual or unlikely?

29. If you had the same set of vacations, and you were dealing with a tourist from another country, would you have made different choices?

30. If you were going to design your own vacation, where would you go and what would you do?

31. Sometimes families spend their vacations visiting relatives. What are the good things about this kind of vacation? What are the bad things about this kind of vacation?

32. Some of the activities in the vacations did not cost very much money at all. Can you think of some vacation activities that would be fun and inexpensive?

33. There are probably many vacation ideas near your home town that would be fun and inexpensive. What are some of those ideas?

Topics for Imaginative Compositions

1. Pick a vacation. Imagine you are on it. What is your first day like?

2. You are on vacation in Nebraska to ride along the Oregon Trail in a covered wagon. What do you do for fun as you are riding in the covered wagon?

3. You are on a learning vacation in Montana to hunt for dinosaur bones. You have just made an exciting discovery. What is it?

4. Imagine you are on vacation in New Mexico riding bicycles with your classmates. You are having a phone conversation with your mother or father. What would you say?

5. Imagine you are on vacation in the Everglades National Park. Something dangerous happens, but you get out of it. What happened?

6. You are riding horses in the Canyonlands National Park. You think you have just seen something. What did you see?

7. You are camping in Yellowstone National Park. The llamas carrying your supplies run away while you are sleeping. The next day you go out looking for them. How do you find them?

8. You have been in Voyageurs National Park taking a canoe trip for a month. How do you feel about going home? What do you miss the most? What is the first thing you are going to do when you get back home? What are you looking forward to the most?

9. You have been camping in Mesa Verde National Park, the home of the ancient cliff dwellers. One night, you meet a mysterious visitor. What does he or she ask? How do you answer?

10. You are in Deadwood, South Dakota. While you are panning for gold, you find something. What is it?

11. You are studying wildlife in the Blue Ridge Mountains. What strange thing do you discover?

12. You are visiting the battlefield at the Little Big Horn. You are about to have a TV interview. What do they ask and how do you answer?

13. You are staying at the Lazy U Bar Ranch. What do you like about it?

14. You are staying at the Johnson's Family Farm, riding horses and caring for farm animals. What do you learn that you like to do that you never thought you'd like?

Topics for Imaginative Compositions (continued)

15. You do a TV show on how important a learning vacation is. What is your TV show like? What do you say?

16. You are in South Dakota hunting for ancient mammoth bones. What are the other members of your team like? What are they doing?

17. You are camping in Sequoia National Park. One night, something strange begins to happen. A 300-year-old tree begins to talk. What does it say? How do you answer?

18. You are on vacation in Washington, D.C. You are on a tour of the White House. You turn the corner and a famous person is standing there. What does he or she ask you? What do you answer?

19. On your trip through the Canyonlands National Park, you are with a horse named King. Write a story in which you are King and you are telling the story of your trip through the desert.

20. Pretend you are an animal on the Berkshire Farms. What kind of animal are you? How does it feel to be a part of some city folks' vacation?

21. You are the only child who is staying at the Seabrook Lodge. How does it feel? What are you going to do?

22. You have been hired as an entertainment director for a vacation hotel. You are going to change the menus, the movies, the music, and other things. What changes do you make?

23. You are preparing for a vacation to the North Pole. What are you going to do? How do you feel? What are you going to pack?

24. You are an agent at the ***Vacation Nation Travel*** office. You think you have an idea for a new vacation. Tell us about it.

25. You are about to hike and camp for a month in Yellowstone National Park. You can bring 30 pounds of personal items. What do you bring? Why? Make a list.

26. You are working on an archeological dig in a Civil War prison when you find a message. It has been buried for more than a hundred years. What is the message?

27. You are on vacation in New Orleans. You get separated from your family and become lost. What happens next? How do you find your family?

28. Use ***Storybook Weaver: World of Adventure*** to create an illustrated story about a vacation adventure, in a place mentioned in ***Vacation Nation Travel.***

29. Use ***Storybook Weaver: World of Adventure*** to tell about your last vacation.

Topics for Persuasive Compositions

1. Is there any value in taking vacations? Give reasons why or why not.

2. What is the best kind of vacation? List the qualities. Explain your reasons.

3. What is the most important type of vacation—outdoor, learning, resort, or city? Explain your choice and give several reasons.

4. What is the most important part of a vacation—planning, getting there, where you stay, what you take, or what you do when you're there? Explain by giving several reasons.

5. What is the most important of tourism's services—information, transportation, lodging, or recreation? Explain your choice and give several reasons.

6. Look at the document "What to Take." If you were going on a vacation that included lots of driving on your way to a national park, what six things would you take? Explain your choice and give several reasons.

7. Compare the city vacation and learning vacation. How are they the same? How are they different?

8. Compare the outdoor adventure and learning vacation. How are they the same? How are they different?

9. Compare living in a hotel with living in your home. How are they the same? How are they different?

10. Compare a motel and a hotel. List how they are the same and how they are different.

11. Compare a good resort vacation with a good city vacation. In what ways are they alike? In what ways are they different?

12. Compare the benefits of an outdoor adventure with the benefits of a learning vacation. What are the benefits and disadvantages of each?

13. Explain the choices of travel methods for going on a vacation.

14. Explain how to plan a vacation budget. List several ways to save money.

15. Explain the steps that are needed for planning a vacation.

16. Explain what makes a good travel agent.

Topics for Persuasive Compositions (continued)

17. Explain the different kinds of lodging. Which kind do you like the best?

18. Why would people get bored on a vacation? What could they do to prevent this?

19. What would be some dangers of a vacation? In what ways could you protect yourself?

20. What would be some problems of taking a long car ride? What are some ways of preventing those problems?

21. What if there were small children on a vacation? What would be some problems? How could you prevent them?

22. What if there were grandparents on the family vacation? What would be some problems in finding activities? How could you solve them?

23. What if there were lots of children from a large family on vacation? What would be some problems? How could you prevent the problems from happening?

24. What would be some problems of traveling by bus? Do you have any solutions to those problems?

25. What would be some problems in camping in a tent in the woods? How could you keep them from being problems?

26. What kinds of vacations would be most boring? Give some examples.

27. What kinds of vacations would be most difficult for families with young children? Give some examples.

28. What types of vacations could there be that weren't listed?

29. On a vacation, is it a good idea to eat every meal in restaurants? What are the advantages? What are the disadvantages? Are there any alternatives?

30. If you could design your own vacation, what would it be?

31. Outdoor vacations are based on the idea of adventure. What is your definition of adventure? Are there any dangers?

32. Why would some people want physical challenges? In other words, why do some people want to climb mountains on their vacation? Is this your idea of a good vacation? Why or why not?

Research Topics

1. Write about Yellowstone National Park, the first national park in the U.S.A.
2. Write a report on Grand Canyon National Park.
3. Write a report on Mesa Verde National Park.
4. Write a report on Glacier National Park.
5. Write a report on Great Smoky Mountains National Park.
6. Find out more about the American Society of Travel Agents.
7. Write a report on resorts.
8. Write a report on vacations to Chicago.
9. Write a report on vacations to Washington, D.C.
10. Find out more about dude ranches and family farm vacations.
11. Find out about vacations to Boston.
12. Find out about vacations to New York City.
13. Clip out newspaper advertisements for vacations and analyze them.
14. Find out more about camping equipment—tents, backpacks, and food.
15. Write about planning first-aid and safety precautions for a vacation.
16. Find out about the National Park System.
17. Find out more about your state's state parks.
18. Research and plan a vacation to the area near your town or city for someone from another country. Include activities for outdoor adventure, learning, and recreation.
19. Find out more about the differences between hotels and motels.
20. Find out more about the kinds of transportation methods.
21. Research the costs of flying to San Diego, New Orleans, Charlotte, Seattle, and Boston. Which is the cheapest destination from the airport nearest you?
22. Find out more about colonial Williamsburg or other attractions like it.

Research Topics (continued)

23. Research the history of DisneyWorld in Florida.
24. Find out more about the progress of Disney parks in Europe and Tokyo.
25. Write a report on your local area's tourism activities.
26. Write to a state's tourism department and find out how they advertise vacation ideas.
27. Find and compare magazine advertisements for vacations to different states.
28. Write a report about the vacation industry in your local area.
29. Interview a travel agent in your home town. Record and write up the interview.
30. Interview someone who has traveled a lot. Record and write up the interview.
31. Call up a hotel in your area and explain that you are doing a report. Find out what percentage of its guests are tourists. Does the hotel provide any special services for tourists?
32. Plan a vacation by car. Estimate your mileage, your food and lodging costs, and other expenses. Write a report on the plan.
33. Interview the head ranger of a state park near you. Find out how many visitors there are in a year and what the head ranger does to prepare for tourists.
34. Find out about another country's tourism efforts.
35. Find out more about the private parks in your area.
36. Research the public transportation methods available in your area.
37. Write a report on a museum near you that could be on someone's vacation plan.
38. Find out more about sports vacations. What are they? Who goes on them?
39. Write a report on learning vacations. What are some examples? Who goes on them?
40. Find out more about any National Historic Sites in your state.
41. Find out about any National Seashore, Forests, Rivers, or Scenic Trails in your state.
42. Write a report on celebrations and festivals in your state that might be part of a vacation.
43. Write a report on outdoor adventures that you could have within 100 miles of home.

National Park Service Regional Offices

For Parks in:		Regional Office	
Connecticut Maine Massachusetts New Hampshire	New Jersey New York Rhode Island Vermont	National Park Service North Atlantic Region 15 State Street Boston, MA 02109	Phone: 617/565-8887
Delaware Maryland Pennsylvania	Virginia West Virginia	National Park Service Mid-Atlantic Region 143 S. Third St. Philadelphia, PA 19106	Phone: 215/597-3679
Washington, DC		National Park Service National Capital Region 1100 Ohio Dr. SW Washington, DC 20242	Phone: 202/426-6700
Alabama Florida Georgia Kentucky	Mississippi North Carolina South Carolina Tennessee	National Park Service Southeast Region Richard B. Russell Bldg. 75 Spring St. SW Atlanta, GA 30303	Phone: 404/221-4998
Illinois Indiana Iowa Kansas Michigan	Minnesota Missouri Nebraska Ohio Wisconsin	National Park Service Midwest Region 1709 Jackson St. Omaha, NE 68102	Phone: 402/221-3448
Colorado Montana North Dakota	South Dakota Wyoming Utah	National Park Service Rocky Mountain Region P.O. Box 25287 Denver, CO 80225	Phone: 303/236-4648
Arkansas Louisiana New Mexico	Oklahoma Texas NE Arizona	National Park Service Southwest Region P.O. Box 728 Santa Fe, NM 87501	Phone: 505/988-6375
California Hawaii Nevada Most of Arizona		National Park Service Western Region, Box 36063 450 Golden Gate Ave. San Francisco, CA 94102	Phone: 415/556-5186
Idaho Oregon Washington		National Park Service Pacific Northwest Region 83 S. King St., Suite 211 Seattle, WA 98104	Phone: 206/442-4830
Alaska		National Park Service Alaska Region 2525 Gambell St. Anchorage, AK 99503	Phone: 907/271-2696

United States Tourism Offices

Alabama Bureau of Tourism and Travel
532 South Perry Street
Montgomery, AL 36104

Alaska Division of Tourism
P.O. Box E
Juneau, AK 99811

Arizona Office of Tourism
1100 West Washington St.
Phoenix, AZ 85077

Arkansas Department of Parks and Tourism
1 Capitol Mall
Little Rock, AR 72201

California Office of Tourism
1121 L Street, Suite 600
Sacramento, CA 95814

Colorado Department of Tourism
1625 Broadway, Suite 1700
Denver, CO 80202

Connecticut Department of Economic Development/Vacations
210 Washington Street
Hartford, CT 06106

Delaware Tourism Office
99 Kings Highway, PO Box 140
Dover, DE 19903

Florida Division of Tourism
126 Van Buren Street
Tallahassee, FL 32399-2000

Georgia Tourist Division
Box 1776
Atlanta, GA 30301

Hawaii Visitors Bureau
Waikiki Business Plaza, Suite 801, 2270 Kalakaua Ave.
Honolulu, HI 96815

Idaho Office of Tourism
Capital Building, Room 108
Boise, ID 83720

Illinois Office of Tourism
310 S. Michigan Ave., Suite 108
Chicago, IL 60604

Indiana Tourism Development Division
1 North Capitol, Suite 7000
Indianapolis, IN 46225-2288

Iowa Tourism Office
200 E. Grand Ave.
Des Moines, IA 50309-2882

Kansas Tourism Division
400 West Eighth Street, Suite 500
Topeka, KS 66603

Kentucky Department of Travel Development
Capitol Plaza Tower, 22nd Floor
Frankfort, KY 40602

Louisiana Office of Tourism
P.O. Box 94291
Baton Rouge, LA 70804-9291

Maine Publicity Bureau
P.O. Box 23000, 97 Winthrop Street
Hallowell, ME 04347

Maryland Office of Tourist Development
217 East Redwood Avenue
Baltimore, MD 21202

Massachusetts Division of Tourism
100 Cambridge St., 13th Floor
Boston, MA 02202

Michigan Travel Bureau/ Department of Commerce
P.O. Box 30226
Lansing, MI 48909

Minnesota Tourist Information Center
375 Jackson St.
St. Paul, MN 55101

Mississippi Division of Tourism
P.O. Box 22825
Jackson, MS 39205

Missouri Division of Tourism
P.O. Box 1055
Jefferson City, MO 65101

Montana Promotion Division
1424 Ninth Ave.
Helena, MT 59620

United States Tourism Offices (continued)

Nebraska Division of Travel and Tourism
P.O. Box 94666
Lincoln, NE 68509

Nevada Commission on Tourism
600 East Williams St., Suite 207
Carson City, NV 89710

New Hampshire Office of Vacation Travel
P.O. Box 856
Concord, NH 03301

New Jersey Division of Travel and Tourism
C.N. 826
Trenton, NJ 08625

New Mexico Travel Division
1100 St. Francis Dr.
Santa Fe, NM 87503

New York State Division of Tourism
1 Commerce Plaza
Albany, NY 12245

North Carolina Travel and Tourism Division
430 North Salisbury St.
Raleigh, NC 27611

North Dakota Tourism Promotion
Liberty Memorial Building
Bismarck, ND 58505

Ohio Office of Tourism
P.O. Box 1001
Columbus, OH 43266-0101

Oklahoma Division of Tourism
500 Will Rogers Building
Oklahoma City, OK 73105

Oregon Economic Development Tourism Division
539 Cottage Street, N.E.
Salem, OR 97310

Pennsylvania Bureau of Travel Development
439 Forum Building
Harrisburg, PA 17120

Rhode Island Tourism and Promotion Division
7 Jackson Walkway
Providence, RI 02903

South Carolina Division of Tourism
1205 Pendleton Street
Columbia, SC 29201

South Dakota Division of Tourism
711 Wells Ave.
Pierre, SD 57501

Tennessee Tourist Development
P.O. Box 12008, Capitol Station
Austin, TX 78711

Utah Travel Council
Council Hall, Capitol Hill
Salt Lake City, UT 84114

Vermont Travel Division
134 State St.
Montpelier, VT 05602

Virginia Division of Tourism
202 North Ninth St., Suite 500
Richmond, VA 23239

Washington Tourism Division
101 General Administration Building
Olympia, WA 98504

Washington D.C. Convention and Visitors' Association
1212 New York Avenue N.W.
Washington, DC 20005

Travel West Virginia
West Virginia Department of Commerce
State Capitol
Charleston, WV 25305

Wisconsin Division of Tourism
P.O. Box 7970
123 West Washington
Madison, WI 53707

Wyoming Travel Commission
I-25 and College Drive
Cheyenne, WY 82002

Related Books for Fourth- and Fifth-Grade Students

Fiction

Chicken Trek. Stephen Manes. E.P. Dutton, 1987.

Dudley Pippin's Summer. Phillip Ressner. Harper, 1979.

Dump Days. Jerry Spinelli. Drown, 1988.

Emma's Vacation. David McPhail. Dutton, 1987.

Going Home. K.M. Peyton. Philomel Books, 1982.

Great Advice from Lila Fenwick. Kate McMillan. Dial Books for Young Readers, 1988.

Hobie Hanson, You're Weird. Jamie Gilson. Lothrop, Lee, and Shepard Books, 1987.

Just for the Summer. Christine McDonnell. Viking Kestrel, 1987.

My Family Vacation. Dayal Kaur Khalsa. C.N. Potter, 1988.

Mystery on Ice. Barbara Corcoran. Atheneum, 1985.

Sebastian (Supersleuth) and the Clumsy Cowboy. Mary Blount Christian. Macmillan, 1985.

Tac's Island. Ruth Yaffe Radin. Macmillan, 1986.

Tac's Turn. Ruth Yaffe Radin. Macmillan, 1987.

The Mystery of the Haunted Cabin. Judy Delton. Houghton Mifflin, 1986.

Wildcat Summer. Mary Riskind. Houghton Mifflin, 1985.

Non-fiction

The Complete Guide to America's National Parks: The Official Visitor's Guide of the National Park Foundation. New York: Viking Press, 1984.

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CREDITS

The MECC team responsible for the development of ***Vacation Nation Travel*** includes John Ojanen, Mike Palmquist, Dee Dee Roedel, and John Wlazlo.

Preliminary research and planning were completed by the Language Arts Team, including Sheila Dols, Dave Duffee, and Jean Sharp. Thanks to Miryam Acevedo-Bouchard for helping with the original lesson plans.

Classroom testing: Kathy Kinser and Barb MacIniery
Thomas Jefferson Elementary School
Minneapolis, MN

MECC extends a special thanks to the following educators and their students for their assistance in the research and development of this product:

Bev Ramolae and Sue Pemberton
Technology Learning Campus
Robbinsdale, Minnesota

Kathy Nickelson
O.H. Anderson Elementary School
Mahtomedi, Minnesota

Larry Eickhoff and Ron Lehman
Island Lake Elementary School
Shoreview, Minnesota

Dave Craft
Thomas Jefferson Elementary School
Minneapolis, MN

Aspacia Cox
Wilder Contemporary Elementary School
Minneapolis, MN

TO THE READER:

MECC has made every effort to ensure the instructional and technical quality of this courseware package. Your comments—as user or reviewer—are valued and will be included in any future revision of the product. Please address comments to:

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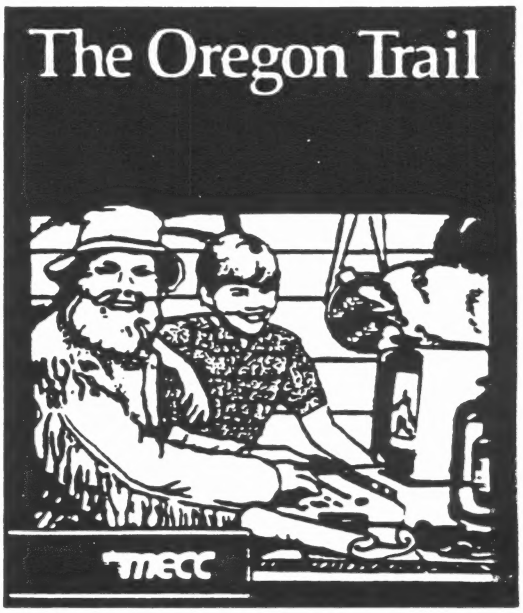

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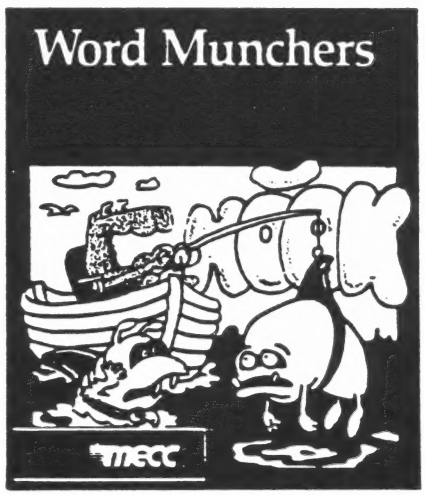

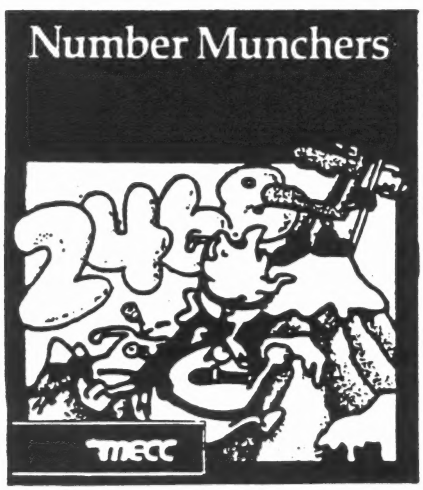

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Q. *What exactly does the law say about copying software?*

A. The law says that it is illegal to make or distribute copies of copyrighted material, including software, without authorization. If you do so, this is piracy, and you may face not only a civil suit, but also fines of up to $100,000 and jail terms of up to 5 years.

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Q. *But aren't schools allowed to make copies for educational purposes?*

A. No. Like individuals and corporations, educational institutions are bound by the copyright law. Because of their unique position of influence, schools have a particular obligation to abide by the copyright law and educate students about their own responsibilities when using software. Just as it would be wrong to buy one textbook and photocopy it for use by many students, it is wrong for a school to duplicate software without the authorization of the publisher. This means that educators cannot make unauthorized copies for their students, either to use in school or to take home.

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Q. *We're planning to install a network for our students. How do we know how many copies of software we'll need to purchase?*

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Q. *I've read the license agreement for one of the software packages purchased by our school. What if I'm not sure that I understand the arrangement correctly?*

A. If you have trouble understanding the license agreement, help is available. Your school district's media or computer specialist may be able to answer your questions. In addition, you can always contact the software publisher and ask for a clarification of the license agreement as it applies to your school. Finally, if you still have questions, contact the Software Publishers Association for more information about software and the copyright law.

Q. *I'll bet most of the people who copy software don't even know they're breaking the law.*

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If you have any questions about how the copyright law applies to you and your school, please contact the **Software Publishers Association at 202-452-1600.**

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